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The College Physical Education Ass'n

FIFTIETH ANNUAL PROCEEDINGS, 1947

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ANNOUNCING

College Facilities for Health Service, Health Education, Physical Education, and Recreation

The report of the Committee on Standards for Facilities for Physical Education, Health Education, and Athletics will be published under the above title. This book, comprising about 100 pages, will be the most complete and up-to-date source now available for information on standards for college facilities.

The publication date is tentatively set for June, 1947. The number of copies to be printed will be determined by the advance subscription for the book.

The price of the book will be based on the cost of publication, but it is thought that it will be around one dollar per copy.

Persons interested in having copies of this book should write to the Secretary *now* and state the number of copies which they will purchase at the time of publication.

GENERAL INFORMATION

Any man who is directly engaged in teaching or administering any phase of college health or physical education is eligible for membership in the College Physical Education Association. Application for membership blanks may be obtained from the Secretary, whose name and address appear on the first cover of the *Proceedings*.

The Association conducts meetings annually and publishes the proceedings of these meetings. From time to time other published materials, the results of work done by committees of the Association, are made available to members and to others at a nominal cost. During the year information of importance to persons working in the college program of physical education and health education is distributed to the members as it is obtained.

Any additional information desired may be obtained by writing to the Secretary.

PRESIDENT'S ADDRESS

Allison W. Marsh
Amherst College

The president's address often includes a review of the activities of the association during the past year. This may be valuable and possibly interesting though I suppose the chief job of the president in opening the meeting is to fill in a little time while the members are gathering to hear the real speakers. However, I am leaving the business of the year for the business meeting.

This talk I shall consider much as a briefing for an important flight: a flight into the realm of ideas and consequent action and a probable battle of wits with the single aim: a better education for the boys entrusted to our charge. It is only by this continuous search for the ideas behind our programs and activities and the continuous sharing of the experience gained from our varying methods that we can find steady improvement and better and better results.

I will not bore you with references to the lessons learned from the war as to the success or failure of our methods. It is sufficient to say that we, as all educators, can and must do better jobs in the understanding of and training of our boys. Our task is peculiarly complicated at present by the excessively large numbers we are required to teach and by the supposed maladjustment of many of the veterans who form a large bulk of our students. I say supposed maladjustment because it seems increasingly evident that these veterans should and can be treated as all other students should be treated if we do it intelligently; namely, as human beings and individuals.

Now as we approach the annual stock-taking period, the yearly meeting, the program should bring before you for review some of the basic elements in our professional procedures and some of the fundamental problems which confront us as we try to improve our methods.

Therefore, as we examine the program for today we find really four main parts, two of them dealing with the general approach to the teaching of physical education and two with the discussion of techniques or methods to stimulate better performance and more enthusiastic participation.

1. The study of the unification in the administration of the major branches of our work to bring about greater unity in the dealing with the student body as a whole, or all the students, and the programs planned to reach each student in that whole according to his interests and his needs.
2. The study and discussion of the increased understanding of

personalities of our students as well as of their bodies.

3. The study in various sections of the best methods in terms of the length of the programs for training and the testing of results to assure a well-rounded development.
4. The expansion of activities to give greater opportunity for all men who wish to participate and for men to choose freely and participate voluntarily.

I should like to introduce briefly each one of these parts, try to explain the ideas behind them, and suggest what I hope we can discover by means of a free, frank and open discussion in the way of simple steps to be taken toward distant goals and practical procedures which can be applied, as soon as possible, to make our teaching more effective.

1. The first, led by Dr. Hughes, is a discussion of the unification of the administration of the college, or required, program; the intramural and the intercollegiate. In the old days the doctor-physical educator supervised the whole program and saw to it that the parts were related. But our profession has expanded and become more technical at present. In some places one man supervises the whole program but in many places the size of the program and the specialization necessary for each part has made it necessary to have separate directors. This often results in a conflict of emphasis and an unbalanced program which means confusion in the minds of the students as well as great discrepancies in the amount and quality of the training in the different branches.

   It is not necessary to go into detail at this point. The purpose of all our activities, the required course, the intercollegiate teams, and the intramural sports in our colleges is to contribute to the education of our boys. If they are to do this and not grow into top-heavy, unmanageable programs which are at conflict with the college faculties and administrations, or, out of touch with a general health program on the other side, become effective only for a small per cent of the students, men with a broad viewpoint regarding boys and their education must be in control. If not, an effective and responsible college committee or committees must guide us. No program can be complete without seeing and planning for the college as a whole. It is our task to discuss whether this can be done by one man and, if so, what type and how trained, or, if there should be separate supervisors; what committee or committees should control effectively these parts to assure a proper balance.

The second part will be led by Dr. Kubie.

2. It is obvious to men in physical education that they are dealing with the bodies of the students. And yet to the experienced men

in the field it is equally obvious that in the teaching of skills, in coaching of teams for contests and in corrective and rehabilitation work one cannot go far unless one understands the personality of the student and harnesses the interest and emotional drive of each boy.

It is part of our job to know about normal boys. We must know, furthermore, why some boys do not respond or, even worse, develop a resistance or traits which may handicap them for years to come. It is a very limited and dangerous point of view to use boys to develop our teams and sports. If we are to participate effectively in education we must understand boys and practice how to develop them through our activities.

Through the various activities, games and sports, we may help students to overcome emotional obstacles, and we may awaken the enthusiasm and interest of the student in his own development so that he may enlarge and direct his life well beyond the normal channels. This is one of the opportunities in our work and one which is often neglected. This morning we should study this aspect of our work with renewed enthusiasm and be prepared to apply what we may learn.

3. The third part of this program, after we have studied general approaches to our work, is a detailed study of our college program: first as to what we are trying to do by means of our general course, its length and content and, secondly, what equipment do we expect our graduates to have and how do we assure ourselves and them that they are so trained. The first has to do with the requirement and is as old as a Chinese egg. But at present we find colleges graduating men early in the freshman year while others require four years training for all men. There are ideas behind both of these extremes but they are very different.

In the first, if we are to give boys freedom to plan their own programs we must make sure that we know that they are ready to assume that responsibility. But even more important the boys themselves must recognize their own equipment for wise selection and full participation. This can best be demonstrated by taking part in the training program for some definite period for I doubt if any test can take the place of demonstrated participation. On the other hand, if we require a man to participate all through his college course we can know that he has the equipment for full participation but how do we know that he will choose and enjoy any one of these activities when he has his freedom.

We must study these ideas, discuss them thoroughly and select for our own use those which seem best. This is not for complete uniformity but whatever we do we should have good reasons for and be able to demonstrate the applications of our theories.

For the second part we find most colleges expecting that those who graduate out of the physical education courses shall possess definite training. It may be a certain degree of fitness; ability in swimming; knowledge of a recreational game or games and possibly of one or more team sports. Then we should discuss just what we want them to have and how we are to see that they get it. It is important to teach only what we can teach reasonably well. This involves lastly how we can measure the results by means of participation or simple tests which will demonstrate not only to us but more important - to the boy himself - that he learned many things which will make his life both more effective and richer. Here again it is important that our tests are simple enough to be administered effectively and the results are simple and clear enough to be used, not stored as records.

4. But now that we have equipped these boys for more complete participation how can we demonstrate the use of this equipment? Here we have the advantage over the academic curriculum because we can test our training. We must expand our teams, our optional games (intramural) and our recreational activities and, particularly, the freedom to choose and play. If our required training ceases at the end of one, two, or three years and our men choose to continue participating then our training has been successful. We have spent much time in limiting, restricting and prohibiting - credit - discipline - formal tests, rules for eligibility, limitations of hours and schedules. Most of these are necessary to establish standards in the profession and prevent excesses and lack of balance *but* for each restriction let us offer expanding opportunities whereby for the limitation an opportunity is stressed for better quality or greater freedom so that each man may learn to choose and assume the responsibility for his own welfare as one step toward participating in our democratic way of life.

COORDINATING ALL HEALTH AND PHYSICAL EDUCATION OF COLLEGE STUDENTS

William L. Hughes
Temple University

Surprisingly little has been written or said on this topic. This may mean that it is not important, or that a reasonably effective coordination of *all* the health and physical education of *all* the students is now a reality. Or it may mean that we have not been fully alert to the possibilities.

This presentation contains no new or novel ideas. Rather it is the purpose, as assigned by your President, to re-emphasize briefly certain principles with which many of you are now familiar.

THE GREAT SPORTS BOOM. Much has been said about the great sports boom which we are now experiencing. Too little attention, however, has been given to the fact that this sports boom is largely one of *spectator* interest rather than a significant upswing in sports *participation*. How effective we will be in getting mass participation remains to be seen.

The outstanding war record of college athletes should cause us to welcome increased interest and participation in competitive sports. Using as examples just two of the values claimed for participation in competitive athletics, i.e., the development of physical fitness and qualities of leadership, statistics in a recent study show how effective our college varsity sports program has been. The Athletic Institute found that of the several hundred college athletes studied only 3 to 4 per cent were rejected for unfitness by Selective Service whereas rejections for a comparable age group from the general population was 25 per cent and higher. A comparison of leadership qualities is even more revealing. Only 9 to 10 per cent of the regular Army and Navy personnel were commissioned as officers while the number of college athletes commissioned ranged from 63.8 per cent among football players to 74.7 per cent for those who won letters in basketball. Here are two outstanding tributes to the value of participation in competitive sports and if this was the whole story there would be real cause for elation. Unfortunately, there is more to the story.

THE GREAT INDICTMENT AND CHALLENGE. The greatest single indictment against the varsity sports program is that it reaches too few students - only about 5 per cent on the average. Admittedly, some of the smaller and/or better organized colleges reach approximately 20 per cent but this apparently is the exception rather than the rule. Obviously this is no indictment of competitive sports themselves. Rather it is an indictment of the way the total program is administered. The tragic unfitness of the masses and the lack of skills, as revealed during the war, are too well known to require

elaboration here. It is sufficient to state that *one of the greatest challenges still confronting us is how to provide a program of health and physical education that will reach the 80 to 95 per cent who were partially or totally neglected before the war.* The record of health services in correcting defects and of intramural and required physical education programs in developing fitness and skills are not enviable ones. Let us hope we can do a better job than we did before the war.

Admittedly, there are a number of factors which make it difficult if not impossible to reach all students. We all need more money, staff, and facilities. But are we organized within our institutions to make maximum use of the resources at our disposal? Are the several units, divisions, and departments cooperating or competing in securing more budget, personnel and space?

AN ERA OF COOPERATION. It is possible that this decade will be recorded in history as the era featuring attempts by groups on all levels, from international down to local, to cooperate in solving their problems. The United Nations was an accomplished fact in war. Let us hope it is not too much to expect in peace. Labor has attained increased power and influence through coordinated effort. So, too, has medicine. Education is slowly and painfully learning its importance. National organizations in our own field are beginning to cooperate on various projects. We have worked together on health policies, on legislation, and on the development of standards for facilities, to mention only a few. In the light of the trend of the times should we not examine more closely our *local* situations to see if there, too, we can coordinate more effectively *all* the health and physical education activities for students.

SOME DISADVANTAGES OF A SINGLE DEPARTMENT. Traditionally, health services, physical education, intramural sports, and varsity athletics grew up independently. This separation had its advantages in helping each unit to establish itself. Some argue that this independence is still desirable if each phase of the program is to live and thrive. It may be argued further that the objectives of these respective programs are different, that the personnel is highly specialized, that joint use of facilities results in friction, that the financial support of the various units must necessarily come from separate sources, and that a single administrative unit is not feasible because of the extent and diversity of activities. Each of these arguments has merit and some of them seem particularly convincing. But are they sound for all situations? Do they apply to large universities but not to the smaller colleges?

THE ADVANTAGES OF COORDINATION AND INTEGRATION. Tradition is not a legitimate reason for keeping related units separate and independent if by so doing the best possible service to students is not possible. Separate staffs. programs, facilities, records, and budgets do not seem to be the most effective or economical.

OBJECTIVES. It is not true that objectives of the health service,

physical education, and athletic programs are different. The over-all objective is the optimum physical well being of all the students. The educational and developmental objectives of the required, intramural, and varsity programs are identical, i.e., health and fitness, strength and endurance, recreational skills, and the socialization that should result from participation in play activities. We should want these outcomes for all the students, whether they participate in the required, intramural, or varsity program or in all three of these.

PERSONNEL. The policy in higher education of providing the best possible instruction to students has lead to a very high degree of specialization in our field. This, in turn, tends to lead to separation and departmentalization. Highly specialized personnel is desirable but their efforts must be integrated into a functioning whole otherwise the student suffers. During the war we were told that specialists, i.e., physicians, teachers of physical education, and coaches were taking a broader view of the whole problem of the health and physical education of students. The doctor would be interested in education and prevention as well as cure, the coach would be interested in the "dubs" as well as the athletes. Let us sincerely hope this is proving to be the case.

One of the best ways to guarantee the broad point of view is to assign staff members responsibilities in several or all of the related units with each one coaching a sport, assisting in another, teaching one or more classes in hygiene and in physical education, and possibly assisting also in the intramural and teacher education major programs. It is obvious that this policy is more economical. For the most part the smaller colleges cannot afford the luxury of a specialist who teaches only one sport.

PROGRAM. Numerous examples could be cited to show the need for integrated programs. Health examinations should be given all participants, whether varsity, intramural, regular physical education, or physically handicapped. All phases of the program require constant health supervision. Minimum health and physical education requirements for graduation should be established and applied to all students, athletes, and non-athletes alike. Sufficient time* must be allocated and schedules arranged so these requirements can be met. The physician and coaches should join with the teacher of physical education in determining and applying these standards, in securing sufficient time allotment, and in arranging schedules.

FACILITIES. Perhaps no need is greater than an over-all planning in the construction and use of facilities. Surveys show not only conflict because of over-lapping use of facilities but reveal also that facilities not in use by one department nevertheless are not always available for other departments badly in need of space.

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*Two periods of physical education per week equals approximately 70 minutes of actual playing time or about one one-hundred-and-eighth of the student's waking hours. Three single periods equal about one seventy-second and three double periods amount to about one twenty-sixth of the student's waking hours.

One of the most significant events of our time was the recent National Conference on Facilities made possible by a grant from The Athletic Institute. Brought together for the first time were city planners, architects, civil and landscape engineers, recreation workers, teachers of physical education and health educators to plan facilities for communities and for colleges. This Conference established facility standards for all the people of a community and for all the students in a college. It is an example of what can be done through the coordinated effort of various groups interested in a common problem.

In the past so many of our colleges have built a gridiron, diamond, and track for varsity competition and have provided little or nothing in the way of facilities for the remainder of the students. So often, too, in the past full use has not been made of the facilities available. The challenge is to provide facilities for all the students, and, through coordinated effort, to see that every student in the institution gets his fair share of the use of those facilities.

TESTING AND RECORD KEEPING. The New York State Education Department is conducting a three year experiment to measure the effectiveness of the health services, health teaching, and physical education in the schools. So far the findings regarding what these programs do for and to boys and girls are not too encouraging. What would such an experiment show in colleges and universities? Can we prove that students who participate in our programs are healthier, stronger, more enduring, more skillful, and otherwise better citizens? Is not our testing and record keeping rather haphazard? And is it not desirable in some way to check the outcomes from our program by means of tests and record keeping which would reveal in all-around health education and physical education? No doubt some institutions have developed such tests and forms in recent years but a survey before the war indicated a rather tragic indifference to this problem. At that time the common forms in use varied from none to over one hundred. Some of the same health and physical education data were collected in three or more places, in addition to data in the college personnel offices. All this indicates the need for the coordination of effort on the part of physician, hygiene teacher, physical educator, and coach in establishing and using tests and records which will show the over-all health and physical education of the students. Further coordination obviously is needed in correlating all the information relating to the physical well being of students to the records of academic and social status.

COMBINING INTRAMURAL AND VARSITY STUDENT MANAGERS. Further coordination might be brought about by establishing a system of student managers which includes both varsity and intramural sports. Combining the two adds prestige to the intramural and takes nothing from the varsity managerships. Such a system provides additional leadership opportunities to students and permits substantial financial savings to the college.

AN OVER-ALL SYSTEM OF AWARDS. Another example of

coordination is that of the establishment of an over-all system of awards. It is the custom to give awards to varsity athletes and, to some extent, to intramural players. Rewards for achievements of a physical and health nature are to be encouraged but should they not be extended to more students? Not by cheapening the award but rather by providing a series of awards for lesser achievement as a base for the varsity awards. Moreover, should not awards in our field come to mean more than athletic ability? Through coordinated effort they could be made emblems of achievement which approach the objectives of all health and physical education and which provide opportunity for every student in the institution to attain distinction in his health education and his physical education.

PUBLIC RELATIONS. Here is another area in which cooperation is needed. Some years ago John Kieran, at that time writing "Sports of the Times" in the *New York Times* was asked to speak before a group of coaches and physical educators on "Educational Publicity in Athletics." As one of the outstanding examples of the better type of sports writer it was thought he could tell the college physical education and athletic departments how to improve their public relations. What he told us was not too encouraging although it was the truth. Newspapers print the news that people will read whether it is educational or not. Moreover many institutions bombard the city sports editors with news of themselves and in most cases not news of a so-called educational nature. What Mr. Kieran said then is still true. "Selling athletics" as a phase of publicity that suggests the importance of making athletics available for all students and, therefore, worthy of public support is commendable. If, however, "selling athletics" means gross exaggeration, exploitation of stars, and the ignoring of all other aspects of the program, it is in need of correction. The program of varsity athletics becomes the window through which vast numbers of the public view the institution. Because of this and for the reason that the public should be informed about all aspects of the program a planned public relations program should be designed to meet these needs.

FINANCES. The pooling of finances should assist materially, too, in coordinating more effectively all the health and physical education of college students. One weakness in our present procedure is the high cost of instruction per student in the varsity program and the indefensible low expenditure per student for instruction and supervision in the intramural and required activities. Some have decried the increasing sums expended for athletics but just in proportion as we are successful in extending participation, so the costs will increase. But cost should not be judged so much by the total expenditure as by the cost per student hour activity participation. We need a spread in the use of personnel and facilities to reduce and equate the cost per student. Private institutions can charge a fee and in return for it then can provide health services, required physical education, intramural and

intercollegiate athletics. Public supported universities may require a fee for health services and student activities, including intramural athletics; gate receipts for varsity athletics; and tax money for physical education and hygiene teaching.

In private and to a lesser degree in public institutions, it is feasible to regard all monies received from the above sources as college property to be pooled and handled by the treasurer of the institution and budgeted where most needed to provide a well rounded program of health and physical education.

The purchase and care of equipment for the several units also may be facilitated by joint action.

ADMINISTRATION. Doubtless the best way for many institutions, particularly the smaller colleges, to attain maximum coordination of health, physical education, and athletic programs is to merge them into a single administrative unit. This facilitates administration, since the President deals with one rather than with several department heads. One director can delegate responsibility and divide duties of staff members in such a way as to eliminate much overlapping and friction. While team work and the democratic making of decisions is encouraged in such an organization, full cooperation, if necessary, can be demanded.

A single administrative department, however, is not absolutely necessary for effective cooperation and coordination. Where several related departments exist an Advisory Coordinating Committee or Council should prove of great value. Such a group would serve as a coordinating, policy-making, and policy reviewing body for the total physical welfare program of the students. This group should be appointed by the President and should consist of representatives from all departments concerned - the academic and student Deans, the finance officer, trustees, alumni, and students. Such an over-all coordinating group should prove far superior to a committee concerned only with health services or athletics. The great objective of this body would be to provide a complete health, physical education, and athletic program for every student in the institution.

CONCLUSION. In summary let me state that we should examine again our practices to determine how effectively we are coordinating our health, physical education and athletic activities in the health and physical education of *all* the students.

Admittedly, there are some disadvantages in organizing all these activities into a single department but the advantages of closer coordination, whether by means of one department or through a coordinating committee, seem to outweigh the disadvantages. There are strong arguments favoring a better coordinated use of personnel, program facilities, records, publicity, finances, and administration.. Any move in this direction designed to help provide a better health and physical education for the great mass of students deserves the wholehearted support of all of us.

TECHNICAL AND EMOTIONAL OBSTACLES WHICH CONFRONT THE EDUCATOR IN THE FIELD OF PHYSICAL EDUCATION

Lawrence S. Kubie, M. D.
New York City

Dr. Marsh and Gentlemen: To be here is an honor and a privilege. I am particularly grateful for the opportunity, not because I believe that I know all the answers, but because these problems have concerned me for so many years. As a matter of fact, they had something to do with my becoming a psychiatrist. The struggles that I waged with myself early in my life about sports and athletic skills and physical education and courage, stimulated my interest in the relationship between emotional, physical and structural coordination. Then in later years as I watched my own youngsters grow to maturity I observed that struggle all over again: and now I continue to study it in the lives of my patients and of their children.

Evidently then, all of this has been on my mind for a long time, long enough to teach me that we do not yet know many of the answers. We can only pose a lot of questions. I may also disappoint you in that I will be unable to say everything that is in my mind about this problem. This is because it is one of the most complicated fields that faces the educator. Many complex forces influence our physical development; many forces influence our emotional development; some normal and many neurotic; and between them there is a complex interplay which will influence the adjustment to any program of physical education.

I mean no disrespect, when I say that no one, whether he is a psychiatrist, a neurologist, or a physical educator, is adequately equipped to deal with every phase of this. Psychiatrists and neurologists have not given you the help you need: nor have you come to us for that help. This is another reason why I am pleased that you asked me to launch this general discussion; because it means that we are at last facing these problems together, having learned by experience that we cannot solve them without you, and that you cannot solve them without us.

One reason for our failure to work together has been an overemphasis on winning games, which obscures all of the basic issues which we must discuss today: i.e., the exploitation of college athletics in the interest of the college treasury. This is a difficult matter with many complicated economic and other facets. Nor is it in our power to control it. It has led to the abuse so wittily characterized in the words of a famous coach, who said that when he had good material he won games, and that when he had bad material he built character like hell. Obviously that is not the solution that we seek.

In an ultimate sense the most important issue before us is the role of athletics and of physical development in the peacetime morale of a stable democracy. It is one of the tragedies of human life that no

one has yet found a moral equivalent for war. We know that a deterioration of morale begins as soon as peace and security are taken for granted. This raises the question to what extent can athletics serve in the emotional development of young people as a substitute for the morale invigoration of war? Can the limited dangers and the limited rivalries of athletics replace the deeper terrors of war as a stimulus to cooperative and self-sacrificing living and to the willingness to face physical and mental pain in a just cause? This question cannot be answered from the point of view of athletics alone. The effect of athletics on players is one thing: their effect on spectators is another. Furthermore the effect of athletic competition on the youngster who is adept is one thing, and the effect of athletics upon the one who is awkward is another. We cannot even say without qualification, that athletic competition is always good. There can be no universal rules about any of this. Here then is the first of the questions which I want to ask but cannot answer: how can physical education and athletics exert a greater influence on peacetime morale? This is a problem which goes to the heart of your influence on the ultimate fate of any stable and secure democracy. I hope that it will be considered fully from all sides in some future symposium.

Let me turn from this large issue to a more concrete question: namely the relationship of bodily to intellectual and emotional development, beginning with a concrete case.

Take a lad who is the youngest in a family. He happened to be smaller and to develop later than his two older brothers and his older sister. This might occur as the result of differences in the endocrine system: or it might be because of special quirks in eating habits. Actually in this instance it was due to the latter cause. Certain early emotional experiences had stopped him from eating properly. Consequently the calcification of the long bones had been delayed. This influenced the length of his limbs and the leverage of his muscles on his bones, and therefore his inherent structural adaptability and the basic motility of his body. He was the kind of toddler who always reached the ball last when he ran down the nursery floor. He would always be bowled over by the other kids in the nursery; because he was not quite as strong as they, and because his reflex time was slower. Every contact with another youngster meant a moment of defeat.

We would not ask any adult to put himself in a situation in which he was always bound to take a licking. As a matter of fact, if we found an adult who always did this, we would conclude rightly that some neurotic drive compelled him to put himself in the path of defeat.

Yet in our society we expect just that of every boy, irrespective of his inherent endowments. Thus one youngster wins easy and often unearned victories, while another gets a licking every time he attempts to compete physically with other youngsters. Clearly the emotional impact of competitive sports upon the two youngsters will

be quite different. One youngster will develop a sense of competence, adequacy and eagerness to try new things. The other will approach every new physical task with anxiety, and with the constraint and the exaggerated physical awkwardness which anxiety produces.

This has more to do with colleges than you may realize. By the time any lad reaches college a great deal of his growing has already been finished, a great deal of basic muscular coordination has already been established, and his feelings about his physical adjustments have already been deeply engraved. Consequently if we are to help the college lad we must begin by demanding of elementary schools, grade schools, high schools, preparatory schools that they do an infinitely better job in physical education than they are doing now.

Just as the colleges have begun to put pressure on our secondary and lower schools to do a better job on the intellectual side in primary, secondary, and high school education, it is time for the colleges to put pressure on the schools to do a better job in the physical training of youngsters.

Let me use this same youngster to illustrate some further facts. As he developed he became an eager beaver. He did not want to miss out on all athletic triumphs. He was no cry-baby. He did not give up right away. Secretly he exercised, flexed his biceps, squatted on his heels, and did all the other ritualistic exercises that are urged. He made the most out of his rather limited physical endowments; but he never could catch up to the two older brothers, who had the double advantage of being older and of being physically and structurally better endowed. They had a native coordination and skill which he never enjoyed: and they had the great psychological advantage of always being the victors instead of always the one who takes a licking; so that they did not have the emotional obstacles that he had to combat. Needless to say, he never caught up to them.

Every time he threw a ball he was in a state of tension and anxiety. Every time he tried to run, his legs were stiff with anxiety and uneasiness. He could never use his body freely; and his body proportions were no good for ordinary sports. His conscientious efforts never won even minimal rewards for him.

What should we do with such a lad. Certainly one would not tell him to give up all physical activity. On the other hand, every time he attempts any physical activity he places himself in a situation which is emotionally loaded against him. As Mr. Marsh said a few moments ago, when such a youngster sometimes quails we have no right to think that he is a quitter or is yellow. There must be some solution for this lad; but I do not know it; and it does not help to pretend that it is simple And it is important to keep it in mind that our own emotional quirks influence us in our search for a solution to this, as is evident from the widely varying motives which determine why people go into physical education. How many men go into physical education because sports have come easily to them? Will such men have any sympathy for these inept youngsters How many men go into

physical education because they have had to struggle with this problem themselves, and therefore have an automatic sympathy for these youngsters? There are soul-searching questions to ask yourselves.

What ultimately happened to this youngster may be illuminating to us. His father was a great athlete and took pride in the sons who were adept, but could not hide his scorn for the son who tried so hard but failed. Therefore this youngster was deflected into another direction, i.e., into an alliance with his more intellectual sister and his mother. As a result he became an extremely good student; almost too good in fact, since he got into college simultaneously with one of his older brothers.

What did that mean? He entered college when he was barely 16. He was small and young and unsophisticated. He had less emotional maturity as well as less physical maturity than his classmates. Thus he found himself in a situation which duplicated his nursery pattern. This threw him back into the old uneasiness and anxiety, and the constraint which he had struggled to master in school. Wisely, he did not go to the same college as his older brother, which made things a bit easier for him. On the other hand, he was still among boys who like his brother were older and more skillful. They were big boys and adept, where he was awkward and small. What could he do but hate and envy them in secret, while trying outwardly to be friendly and a good sport?

Then came the problem, what kind of sports, if any, should he take part in in college? What kind of athletic development could he be induced to enjoy? He was no longer going to grow much. No one could promise him that if he got up in the morning and ran around the reservoir, or did a certain number of setting up exercises, it was going to work magic on his muscles and bones. Were there any attainable athletic goals which could be offered to that youngster by the time he got to college? Again I ask a question which it may take long thought to answer.

I have described a relatively uncomplicated case, in that because the parents used a certain amount of good sense in dealing with the problem, this youngster had never become very badly distorted. He had never lost heart completely. We could describe more complicated and disastrous psychological and emotional problems, which grow out of the same difficulty, when it is handled with less patience, less sympathy, and less intelligence than was used by this particular family group. If the awkward youngster is made to feel more ashamed than this youngster was made to feel, if he is not in some measure buffered against a physical rivalry with his older brothers which leads only to incessant defeats, the child can become defensive, hostile, and seclusive, retreating into daydreams to avoid physical activity, and developing a superstructure of anxieties, phobias, and fears of any kind of physical activity. Not infrequently this may distort a boy's psychosexual development; and he may swing from a normal heterosexual to a homosexual orientation. Here then, is a point of convergence of

many complex emotional problems from several aspects of instinctual life. Please do not misunderstand this. Homosexuality, is not an inevitable outcome of an inadequate athletic development; and conversely there are vigorous and effective athletes who are nonetheless homosexual in their sexual orientation.

So far I have confined my remarks only to boys, perhaps because no women are present at this meeting. I do not know whether their absence indicates that there are no women members in your society and therefore no representation in your organization of the women who have responsibility for the training of college girls in physical education and athletics. If so, this would seem to me to be an extraordinary oversight, because a comparison of the problems of girls and boys would be certain to illuminate each. Let me point out one or two examples.

Up to a certain age the small girl who is physically strong, robust, healthy and vigorous and skillful gets along with boys as though she were a boy. She actually lives out a fantasy that she is a boy. That is why we call her a "tomboy." The little girl who cannot do these things during her first ten or twelve years of life is likely to be called a "sissy;" and is under some pressure to develop physical strength and athletic skill. Nevertheless this pressure is less strong than that which is exerted on the small boy. Furthermore the young girl who is not adept does not feel as humiliated, ashamed, and inadequate as does the small boy who has to accept physical ineptitude. The small girl who cannot throw a ball straight, can always play dolls.

Then at adolescence comes a reversal of roles. The little girl who has been on an equal footing with the boys suddenly finds herself out in the cold, paying a heavy price for the physique which the physical educator has built up: whereas the little girl who has heretofore been the little "sissy," always dressed in her best, the sports-spectator, suddenly becomes a small vamp, to whom all the little boys pay attention.

Such sudden changes are deeply unhappy experiences for any little girl. In a certain proportion of such cases the little girl athlete reacts by losing all interest in her own physical development. As a matter of fact, she may not only lose interest, but become actively resentful of sports, feeling betrayed by the emphasis on athletics. Thereupon she may give up all further participation even in those sports in which she has excelled. It is for this reason that the young girl who before puberty had been a good tennis player, a good rider, a good skier, after puberty may suddenly stop all such sports; and become in fact a "bad sport," hating to lose because losing has acquired a painful symbolic significance to her. She had been a "good little sport" before; but now she cannot take it any more; and the educator feels as though all the effort that had been put into her physical welfare and her education has been wasted.

At this point you may feel that I am saying to you that you have to be adept not merely in physical training but also in psychiatry. In

a sense that is just what I do imply; not that you need undertake responsibility for individual therapy, but in the sense that you must understand the nature and complexity of the concealed psychological forces which are opposing you, and the emotional impact on boys and girls of what you are trying to do for them through physical education.

You can and should come back at me of course; challenging us as psychiatrists to tell you what we have to offer you in the way of knowledge? What can we really tell you about this? What techniques can we give you? Precisely here is where we have failed you. My own conviction is that we failed because there has not been enough conjoint effort by your discipline and mine. Also there are still many things we do not know. Even between youngsters who are physically well endowed, we see wide variations in performance and in their adaptation to physical activity: from the one year old who scrambles along the floor with great speed, to the child who inches along carefully and slowly, placing each hand and foot and knee as though he were treading on eggs. What is behind such differences as these? To what extent are they due to inherited differences? To what extent are they due to differences in the processes of birth? Or to chemical differences in the makeup of the child? Or to emotional experiences which the child has suffered? And what can we do about it in those first years?

Those are some of the problems with which you should challenge the neurologist and the psychiatrist. You deal with the end results of these differences. That is, you deal with the end results of differences which start early in life, partly from organic roots and partly from psychological experiences.

Many important tests must be developed to bring out differences in inherent endowments and capacities: tests which in the field of physical education would be equivalent to the psychometric tests in the field of intellectual development. We would never think of starting a child on an educational program without knowing his inherent intellectual capacity, and without knowing what his previous training had been and how well he had mastered it. It should be possible for you to make a similar evaluation of a student's physical capacities and experience. Indeed this might be the first thing to demand of the secondary schools: i.e., that youngsters should come to college with an adequate physical profile, a "P.Q." of his physical, structural and neuromuscular coordinations, with a history of how he developed and of the emotional forces which influenced his development, of the training that he has had before, and how well and how completely he has utilized that training. Such a profile would also have to include something about the family pattern out of which he stems, since the older child, the younger child, and the middle child will react differently to your educational efforts, and the techniques which you will use with them will have to be different.

This implies an individualized program but only for youngsters who have difficulties. In physical education as in intellectual

education, we need never worry about the youngsters who get along easily. You can throw facts at the child who is smoothly adjusted intellectually with any kind of a technique, and he will make use of them. The youngster who presents the real challenge to our educational skills is the youngster who doesn't get along so easily. This is equally true in the field of physical education.

There is a long list of variables which influence our approach to the problem of the physical education of children and of young adults. Among those which must be kept in mind because of their immense influence on the youngster's adaptation are: body form and weight, limb length, the age at which the limbs take on their permanent size and shape, the status of calcium metabolism, joint structure, the briskness of the reflexes, sugar metabolism, basic speed, precision, accuracy, and smoothness of neuromuscular coordination, the age and degree of development of the secondary sexual characteristics.

Another factor of importance is the question of handedness. Modern concern with this arises not from the old-fashioned notion that a right-handed person is better off than a left-handed person, and that everybody should therefore be right-handed. Handedness is important because the dominance of the left side of the brain in right handed persons, or of the right half of the brain in left handedness is not always complete. Where this dominance is not adequately established in the development of any individual, there arises some degree of interference between the two sides. Sometimes ambidexterity results, but more often an unstable equilibrium with considerable interference between the two hemispheres, which produces mixed intergrades, various partial motor disturbances, motor difficulties, and awkwardness, (or, as the neurologists call it, apraxias).

The same thing applies to *eyed*ness, to *footed*ness, and to sensory dominance. With their eyes closed some children are able to trace with precision the shapes of objects which they have felt, (like reading Braille). They can feel the object and then reproduce it from memory, because the sensory impulses from movements of muscles and joints are precise and sharply localized. On the other hand, other youngsters become spacially lost when they close their eyes. In other words, their capacity to orient themselves in space by means of nervous impulses from muscles, tendons and joints is not well developed. Such youngsters lack precision in handling their own bodies, and even greater difficulty in handling moving objects. Some will have good spacial orientation visually, but poor spacial orientation through the neuromuscular impulses. Others will have the reverse. There are similar variations among artists. One woman is an excellent sculptress but cannot spell, and cannot reproduce forms accurately under the guidance of her eyes. When she wants to make an accurate portrait-bust, she closes her eyes *to feel*. She has a more precise sense of spacial and mass relationships in her fingertips, hands, and arms than in her eyes. In other individuals one finds exactly the reverse; and obviously these differences create completely different problems in physical education.

Differences in tissue chemistry also enter into the problem. From studies of the physiology of the skin it is known that if you tap some people even lightly they develop a red wheal. Write your name on them with a stick and it will stand out in red. In such individuals even light physical contact releases certain chemicals in the tissue: this does not happen in others. These chemicals may cause pain and therefore must be taken into account in evaluating reactions to painful stimuli. Give one child a light blow and he grins, where another one spouts tears. You are likely to say that the one who has spouted tears is a "cry-baby." Actually, you have subjected those two children, (or two adults for that matter) to quite different experiences, because in one a painful chemical has been released in the skin, which has not occurred with the other.

All of this is indeed quite complicated; but our function is not to pretend to ourselves that anything in life is simple. As I said to you at the start, you are confronted by one of the most complicated issues I know, and our chief difficulty arises from the fact that nobody has ever sat down to work out with you the procedures, the tests, or the graded physical curriculum which your work demands.

Consequently the essential basis for progress is research. For this you need financial support for a program of research, coordinating the work of neurologists, physiologists, and psychiatrists, to develop tests which will make clear just what kind of human beings you are trying to train at each stage of human life. Out of such tests a physical curriculum will evolve. I once tried to outline such a curriculum. Needless to say, it never went through. I say this now without any disrespect to the school, because at that time there were too many complicated obstacles to make it feasible.

I wanted them to have every youngster come to the school a week before classes started and to devote that week to a "P.Q.", i.e., a physical evaluation of each youngster. I wanted to pick out the physically gifted kids who could go directly into the competitive sports, for whom the emotional experience of competitive sport would be good fun. At the same time it was our plan to take all the youngsters who had any degree of handicap and give them an individualized training, program, which would constitute as much a part of the school curriculum as the three R's.

One could in fact make up a "three R's" of physical education, which should be required before youngsters are allowed to enter into competitive sports; except for those whose inherent gifts are such that they don't need the *three R's*, (just as there are some youngsters who never need to be taught to spell).

Unfortunately, current programs of physical training are largely geared to the youngsters who need training least rather than to those who need it most. I can conceive of a new curriculum, individually correlated with the results of a series of tests which result from a coordinated research program. Out of an adequate program of training and research should come a progressive physical curriculum, which

in the course of two or three years would produce youngsters who were able to use their bodies, freely and with confidence. This is a goal worth working for; but it means a revolution in ordinary procedures with respect to physical education.

If anything that I have said seems to you worth investigating, I will feel rewarded. I want to thank you for having invited me to come here. I have enjoyed the opportunity of trying to make my thoughts clear before you. (Applause)

MR. MARSH: I am glad to say that Dr. H. A. LaBurt of the Creedmore State Sanitarium agreed to be here this morning to relate some of his experiences in dealing with the students. I will ask him at this time if he would like to comment regarding Dr. Kubie's paper or present some experience of his own in that direction.

DR. H. A. LaBURT: I, too, feel very privileged to be invited to appear before you this morning, and I feel overwhelmed, as Dr. Kubie stated a while ago. The subject is so broad and so new, and the knowledge and information are so little that it sort of awes one.

I noticed that the subject of money was mentioned a while ago by both Mr. Hughes and Dr. Kubie, in relation to appropriations and so forth. It reminds me of a story--perhaps it is the same student that you mentioned, Professor. This student got into an argument with his teacher, and the teacher said, "Well, the trouble with the modern generation is that they are so mercenary, so inclined toward money. It is all you think of."

He said, "Why, do you know what I was getting when I got married?"

And the student said, "No, and I bet you didn't either." (Laughter)

So perhaps some of these students and their problems are not so important as we think they are.

I wrote down a few notes in the course of Dr. Kubie's talk, but he covered so much territory that I thought perhaps I had better just speak extemporaneously.

It might be well to mention again from what sources our problems or so-called problems spring or stem. You recall in your early training and education the motivating forces of life spring from or are directed from the instincts. For simplification, we might say there are three main instincts. Some divide them into about a dozen or more, but if we just mention the self-preservation instinct, the herd instinct and the reproductive instinct, I think we have perhaps covered them all.

You recall exactly, no doubt, what the self-preservation instinct deals with. It has to do with the individual, the preservation of the self. If the individual is in danger he runs, or he may fight. If he is hungry, he seeks food.

The herd instinct, of course, has to do with the socialization of the individual in the group or the herd.

The reproductive instinct, of course, has to do with carrying on

the race. In the restricted sense, it has to do with the physical relationships, but in the wide sense, it has to do with affection, sympathy, family ties, etc.

You find that most of these problems are involved with one or more of these instincts. There is a conflict between the individual or the ego and the herd, as a rule. Sometimes the reproductive instinct is also involved. That is important to keep in mind, because everything that we do, everything that we say, is our own individual method of expression, and our expression, of course, has to do with our previous experiences, our previous training, our previous emotional states of mind, and an individual, such as Dr. Kubie mentioned a while ago, may be very inept in competitive sports and he reacts in his own individual way to that deficiency or disfunction. It is very important to investigate why that individual reacts in that particular manner and what dynamics are behind that particular inadequate reaction--call it a disfunction, if you like.

Perhaps the individual did have a faulty bony growth in the past, in his early life. Perhaps he had a faulty physiological reaction. Then, on the other hand, he may have had purely and simply a faulty emotional reaction, resulting from a conflict of the two major instincts.

I cite that for this reason: One of the coaches noticed a patient who appeared to have a good I.Q., his I.Q. was average or above. He seemed to have a good mechanical aptitude in regard to the playing of baseball. Nevertheless, he was not properly socialized. He couldn't meet the other people, and he couldn't meet situations adequately on an emotional level. A ball was batted in his direction and he muffed it. In throwing he made a bad throw, and then he left the field and simulated illness. Physical examination revealed that there was nothing wrong, no fractures, no strains, no sprained ligaments or anything. That was just his way of getting around a difficult emotional situation.

So what happened? He was relegated to a less important team, a team of lesser standing. Gradually, his emotional content or his socialization status was built up. After a period of weeks he got to the point where he could rejoint the first team of the school and play a very good, adequate game.

The fault there was not the physical, or the anatomical or the physiological; it was purely mental.

Skimming over some of these things very, very briefly, just to bring to your attention the fact that it is very important for physical education instructors and coaches to understand the psychological aspects of these problems as well as the physical, as Dr. Kubie stated, a distinct effort should be made early in life. The question arises, is such an effort being made in any section of the country?

In the eastern states, in which the educational systems are probably a little better developed than in some of the more remote regions, for the simple reason that they have more money, investigation reveals that the programs related to the physical education aspects are

very inadequate. In fact, examination of students on a psychological basis is terribly inadequate. Examine any school education system, for instance, as to what they do in examination of a student's I.Q. I am speaking from a mass point of view, not an individual point of view. One or two schools probably are very highly organized along that basis, but I am speaking of a school system statewide, in the large cities and in the remote regions. In the remote regions there is very little or nothing being done, from the standpoint of examining students from the emotional point of view.

When you go into the average community, when the children go to school, they all enter the same grade. No effort is made to determine what capacities or potentialities they may have. They are all expected to go into the same class and advance at the same speed, like entering 40 horses in a horse race and expecting all the horses to come out even.

There are some that are faster than others. There are some that are slower than others. Some have emotional problems at home. Some have physical defects, visual defects, hearing defects, coordination defects, neuromuscular defects, and so forth and so on. No attempt is made whatsoever to sift them out.

Consequently, you have problems arising in the slower individuals who cannot keep up with the average and develop ideas and feelings of inferiority. You have problems that arise in the fast students, those with the high I.Q., who can do the work very quickly and then have time on their hands and get into mischief, and, as was stated, they become stinkers in the class. And then you have the average.

Some attempt has been made in recent years in the formation of traveling clinics, which are made up of a psychiatrist, a psychometric examiner, usually a psychologist, and a social worker. But they go from town to town, from city to city, and the best they can do is to determine the I.Q.'s and give some sort of a very superficial, mediocre advice to the educational system in that particular town. Then they may reappear in a month or two, usually three months. Well, what can anyone do, seeing a patient once every three months? The surface is not even scratched.

Oftentimes these pupils are relegated to the physical education department, to see if they can't be developed physically. Well, the problem is in your laps at that time. They get into trouble there and disrupt your programs.

They continue until finally they are advanced or graduated out in pure, well, generosity, you might say, or they may be dropped. Then they become a community problem. Their emotional difficulties are not solved, they continue from bad to worse. They come to the attention of the local health authorities who may call in consultants, psychiatric consultants, but by that time the pattern is usually set. You might say the ego has been scrambled and it is most difficult to unscramble it. Sooner or later they are sent to a psychiatric institution, and there we have the fully developed, full blown, set pattern in our

hands. By that time it is quite late along the course of events to do much with it.

However, the cases are not entirely hopeless. In recent years more and more attention has been laid on the socialized medical point of view, or socialized medical aspect, and it has been recognized that physical education is a strong, potent socializing influence. With that in mind, ambitious programs have been developed.

Play, as you know is strongly rooted in personality. It is a natural, automatic procedure. Patients will play when they refuse to do anything else. By activating them through the medium of play, you often can reach other recesses that are not touchable, you might say, with other modes of therapy. Play is often used in dramas. They dramatize whatever they have in their minds, and by that means psychiatrists can get some inkling or clue as to what is on a patient's mind. There again physical education acts as a very valuable adjunct to the overall medical and psychological therapies.

Physical therapy or physical education can be combined with other forms of therapy, physiotherapy or hydrotherapy, and the whole group of therapies work as one unit for the resocialization of the individual. In fact that term has been renamed, you might say, the convalescent therapy.

We could go on and on, describing the various therapies, but the time is too short. However, there was a time when bed rest was considered the thing, the proper modality of treatment, but that has been replaced to a considerable extent by the so-called convalescent therapy, and it has been found that anywhere from 30 to 40 per cent of the patients are returned to society. In fact, in about 25 per cent of the patients readmissions are prevented by the use of this so-called physical therapy.

I don't know just what phase would be of most interest to you, but there are many relationships of medical and physical therapy. I might mention the fact that by the use of physical therapy, a patient's overaggressiveness is toned down, and, conversely, a patient who is excessively timid may develop a healthy spirit of aggressiveness and take his normal place in society.

Play oftentimes acts as a healthy substitute for delusions and hallucinations. They sublimate their ideas, fantastic ideas or fantastic life, in a more concrete physical, realistic world, and there again the ability of the therapist is very important. If he can develop an infectious attitude or spirit amongst the patients, that is, develop a spirit of cooperation, a willingness of the patients of one depressed group to engage in the activities of another group, in general it helps a great deal.

It is very important, therefore, that the therapist should be properly trained and have the psychiatric point of view in dealing with these particular patients, in addition to his specific recreational training.

I presume a good many of you are concerned about the veterans.

That seems to be a special problem. In the first place, you deal amongst the veterans with a group who are adult, at least over the adolescent ages. They are up to around 30 years of age. Most of them, of course, have been adjusted individuals prior to their entrance into the military service. They were subjected to unusual stresses and strains. A good many of them, of course, were lifted out of their normal environment and forced to live with others of their own kind, and they probably were not trained or tuned to that type of living and they broke down. But most of the veteran cases are the so-called fatigue neuroses or combat fatigue, as they were diagnosed, because the earlier terms were not too happily received.

Another thing that must be kept in mind is the fact that these are young people, subjected to quick, sudden stresses, and they broke down relatively soon, and therefore they were amenable to modalities of treatment which they would not have been if they had been allowed to continue over a period of 20, 30 or 40 years.

Again, very happily, many of these patients recovered rather early after a minimal amount of treatment. In many cases it was just a withdrawal from the front or from the stressful areas and given a certain amount of bed rest for a few days and then entered into a program that seems to have cured their difficulties. I might say that quite a number of them have come back and entered our institutions and about 80 or 90 per cent get well.

Nevertheless, they should not be regarded as misfits. They should be regarded as ordinary individuals. They should not be cross-examined to relate their experiences, and, of course, they should be accepted into the homes and into business life as ordinary individuals. Be casual with them. Don't cross-examine them, as I said before. Don't stare at them if they are amputees or orthopedic cases. Remember that it is a job for them to walk as well as it is a pleasure.

That, very briefly, covers the veteran angle, and I think perhaps it contains just about as much as I can say at the moment extemporaneously.

Thank you very much for the privilege of being here. (Applause)

THE POST-WAR REQUIRED PROBLEMS

Carl P. Schott
The Pennsylvania State College

College physical education people have been forced to weigh programs and values very carefully the last six years. The war experience caused some changes in both objectives and programs. Representatives of seven universities assembled at the invitation of Rutgers University last spring to pool their thinking and consider future programs. The following is merely an attempt to summarize the preliminary thinking, the group conference at Rutgers, and the conclusions of that conference. The speaker wrote this summary just preceding the present meeting. It is likely that the intervening time has colored his memory with his own personal thinking. It is hoped that any inaccuracies will be forgiven.

Wars have always focused attention on physical fitness, this last war perhaps more than any preceding. The rejection as unfit of so many men of draft age was the first startling development. There has been considerable study on the problem of rejectees. Tentative conclusions seem to indicate that those unfit for military service are chiefly sociological, psychological or medical problems. In other words, no previous physical education program could have rendered any appreciable number of the rejectees fit for military service.

However these rejectees are a college physical education problem. The adaptive classes, the corrective classes, the mild activity classes have much that is beneficial for this group. The therapy of enjoyable physical activity is a standard prescription for the various psychoneuroses. Remember when you plan your programs that the rejectees represented about half the draft age population.

However the problems which seem to arouse the most interest now have to do with the degrees of fitness of those accepted for military service. Many colleges assumed some responsibility for both pre-induction and post-induction physical training of these men. The colleges are now trying to profit from this educative experiment in producing certain types of fitness. Let us see what light the war experience threw on the problems of physical fitness and physical conditioning. As mentioned above, the rejectees can be eliminated from the physical education problem *if only military service is considered*. Let us consider the problems that have to do with the relative degrees of fitness of those accepted for military service. A few findings in regard to this large group are significant. They are:

1. The energy, vigor and resistance to fatigue of the great masses of men were inadequate for military purposes. Daily regimens of suitable activity were necessary to prepare these men.

2. Awkwardness in handling the body for the ordinary pursuits of military life was general. Training was absolutely essential for the purpose of developing precision and exactness of movement in running, crawling, changing direction, climbing, lifting, and the like.

3. The development of greater strengths for certain types of activity was necessary. Suitable musculature for the specific tasks had to be produced through training.

4. Because of the amphibious nature of much of the combat, swimming skill was a requisite.

A high degree of development in the types of physical fitness mentioned above made more competent service men; moreover such development fostered disease resistance, rapid convalescence following illness or injury, and lower casualty rates.

Now, what aspects of the war-time program should be carried over into peace-time programs? With the pressure of war demands removed, how much time will the educational administrators allot to physical education?

It seems apparent that greater degrees of energy, vigor, and resistance to fatigue than are now prevalent among our students are highly desirable. Greater skill in handling the body should be a social asset, a safety factor, and a personality adjunct. The strength factor may not need so great stress in peace time, although an adequate musculature adds to the appearance and supplements functional posture. As to the swimming, it is perhaps one of the better of the recreational skills. Our former peace-time programs tended to lay great stress on recreational skills.

It was with somewhat this type of preliminary thinking that we representatives of seven colleges met at Rutgers University last spring to pool our thinking. The invitations by Rutgers University brought together representatives of N.Y.U., Pennsylvania, Penn. State, Princeton, Harvard, North Carolina, and of course, Rutgers.

The first group meetings dealt with:

1. Requirements and administration of present programs in the seven universities
2. Attempts at measurement of outcomes
3. Relationship of required program to intramural and intercollegiate athletics
4. Adequacy of facilities
5. Requirements for veterans
6. Relationship to health service.

MAJOR POINTS OF FIRST GROUP MEETING

The range in present requirement in the seven colleges was from one year of two hours per week (N.Y.U.) to four years of three

hours per week (Rutgers). All seven uinversities favored counting supervised intramurals as a suitable activity for part of the required time. Only two of the schools gave credit for physical education toward graduation. Three of the universities excused veterans from the required program. The programs varied with the geographical areas, the facilities, and the type of student. Health examinations were universal. Special examinations were prerequisite for intercollegiate participation and, in most cases, for intramurals. The common practice was to excuse the student from the required program while he was active on a varsity squad.

Special committees then took up, for study, the problems of:

1. Number of years physical education should be required
2. Methods of measuring and evaluating the program
3. What differentiation, if any, because of veteran status
4. The place of intramurals and varsity sports

The committee on requirement advocated a four year required program as the ideal. In general, the first two years were to be devoted to (1) the development of a basic musculature, (2) functional posture, and (3) athletic and recreative skills and games. Two periods per week of fifty minutes of actual activity, or three periods of thirty-five minutes, seemed to be the minimum time necessary for an adequate program. It was felt that organized and supervised varsity or intramural periods were satisfactory equivalents for the required program, assuming of course there was adequate breadth to the student's completed program. In other words, motor fitnesses, strengths and endurances, and certain skills might be even better developed by the vigorous activity of the varsity or intramural experience. Individual diagnoses should reveal whether the students' experiences were too limited.

The upper two years should be required but should permit great freedom of selection. A wide variety of extra-curricular pursuits including intramurals, varsity sports, fishing, skating, riding, and the like, should be available. A great breadth of intramural and varsity experience seems essential for all college programs. The other types of experience will of necessity vary with the facilities, the geographical situation, and the type of student.

The universities were in complete agreement that there should be no distinction made between veterans and other undergraduates in the physical education requirements. It should be understood here that the group advocated great freedom of selection for all students who had already reached high stages of development.

The committee on measuring and evaluating stressed first the complete health examination, then personal conferences. Batteries of tests might be used for screening and classifying, and perhaps for motivation. It is hoped that experiments will continue with attempts

to evaluate achievement; however, some of the worthwhile outcomes are difficult to measure. Recreational habits and attitudes, sociability, and mental health are examples of such intangibles. Motor fitness seems to be contingent on persistence of exercise, hence the importance of the habit and attitude.

A word of explanation is necessary to cover the emphasis on intercollegiate competition mentioned above. The factors that force this viewpoint on us are, *first*, that vigorous and *intense* daily work is necessary to achieve a high degree of motor fitness; *second*, that the academic traditions will prevent expansion of the required program beyond the hour and a half (actual activity participation) per week advocated above; *third*, the competition of varsity sports will produce a level of motor fitness which we are unable to motivate in any other way during peace-time; *fourth*, varsity sports will motivate intramurals by example, by skill demonstration, and by infusion of athletes into the intramural program. The speaker is considering the ideal situation where a great number and variety of varsity sports are available and where intramurals are so extensive as to involve at least half of the student body. He is considering varsity teams as being composed of advanced students in skill and physical fitness; and intramurals as being composed of students who have completed the basic two years, possess adequate muscular development, considerable body-control skill, and some game skills. In other words, intramurals are a part of the upper two years of physical education. Varsity sports are the "honors" courses in the same field. The "honors course" reference is to the English system of honor scholars, and not to prestige or notoriety in the sports pages.

TO TRAVEL HOPEFULLY

Jay B. Nash
New York University

Two statements from widely divergent sources, and, seemingly unrelated, are currently discussed in the papers. To bring these thoughts together and to draw some conclusions is an attempt to round out my own philosophy of living abundantly. This thinking, for what it is worth, I share with you tonight, my colleagues and my intimate friends.

The first question has to do with the threat of leisure. Two statements arouse my interest. The first is by Robert M. Hutchins, Chancellor of the University of Chicago, when he spoke to the American Council on Education. He noted:

> "If we survive, the leisure which the atomic age will bring may make peace more horrible than war. We face the dreadful prospect of hour after hour, even day after day, with nothing to do. After we have read all the comic books, traveled all the miles, seen all the movies, and drunk all the liquor we can stand, what shall we do then?"

The second statement, made by Harlow Shapley, astronomer at Harvard University, seems to support this thesis. He indicated what he thought were the five great threats to civilization in climactic order.

> "Pandemic plague, world warfare with super-weapons, *boredom*, sexually debilitating dope,'and the genius-maniac.'

These two statements are contrasted with the following released from the U.S. Public Health Service:

> "In 1900, with only ten states reporting, the ten leading causes of death were: 1) pneumonia and influenza; 2) tuberculosis; 3) diarrhea, enteritis and intestinal ulcers; 4) heart disease; 5) cerebral hemorrhage; 6) nephritis (kidney inflammation); 7) accidents; 8) cancer; 9) diphtheria; 10) premature birth." Since then, said Dr. James Crabtree of the Public Health Service, immunization has laid diphtheria low. Better sanitation (including fewer flies because of fewer horses) has knocked intestinal infections, such as diarrhea and enteritis, off the top list. Sulfa drugs and penicillin have taken the edge off pneumonia. Tuberculosis has yielded somewhat to better treatment and early X-ray diagnosis. To take their places,

non-germ diseases have moved up. Last year's list: 1) heart disease; 2) cancer; 3) cerebral hemorrhage; 4) nephritis; 5) pneumonia and influenza; 6) accidents (except motor vehicle) 7) tuberculosis; 8) diabetes; 9) premature birth; 10) motor vehicle accidents."

What aroused my attention to this last statement was that tension killers had moved up in importance, heart disease from fourth place to first, cancer from eighth place to second, cerebral hemorrhage from fifth to third and, just as interesting, pneumonia moved from first to fifth and tuberculosis, from second to seventh. In summarizing, it would seem that contagious diseases are moving off the record and the disorders causes by the tensions of modern living are taking their place.

These new destroyers of man will not yield to the microscope and laboratory methods. They will not yield to the surgeon's knife or to hospitalization. They will yield only as man assumes mastery of his fate. For man can at least half control his doom.

In the long march which man has made from the Peking and the Piltdown man era he has been characterized by what Burnham calls, "all-there-ness." He has had an integration; integration of body with emotion, of emotion with thought, and of individual with group. We use words here: "body," "emotion," "thought," "individual" and "group," but a revival of the deeper meaning of these words is essential, life again must achieve a oneness, a unity.

"Rise after rise bow the phantoms behind me," wrote Whitman--the phantoms of the dawn man. We biologically are dawn men, nothing has been added, little or nothing has been lost, any additions have been social. Some of these social aspects are essential for men to live together, while many others are the essence of destruction. The innate man who upbore us sleeps, dreams or awakes in us. His is the stake in the future. On his fulfillment the future waits.

This characteristic of the dawn man is still in us, it involves integration, "all-there-ness," closely associated with simplicity and a never-ending chain of thrilling "total body activities." Bradley in his "Parade of the Living" indicates that civilization, man's very brain itself, has been developed because of the fact that "man has been kicked into activity by a hostile environment." Biblically speaking, he has had to earn his bread by the sweat of his brow.

Now for a cautious assumption. Man has achieved normality - closely related to health - through vital, stimulating, interesting, driving activities: precisely the reverse of routinized, mechanized living which lays the basis for boredom. Take away the activity drive and you take away the will to live. Take away the dynamic engines in the hold of the ocean-going steamer and in the case of vessel or man they will founder on the rocks.

Man has struggled against his limiting environment and capacities, but this very struggle has been the means by which he has achieved stature. The struggle has been his making. Man, chained to the powerful forces of nature, has throughout the ages been a slave. The blind forces of wind, wave and fire made him a straw in a tempest. Life was short, days were dull, the nights were filled with terror.

Then mind conquered matter. The mighty earth yielded, time and space lessened their power, even the atom yielded its secret. At long last man was to be free. He had power, comfort, even luxury. The mechanical era, as a bowing, braided butler handed him freedom on a silver platter. He flew the stratosphere; his voice circled the earth; motion pictures brought him entertainment, even knowledge; the printing press unlocked worlds of treasures.

At last he was free. To technocracy he commended his highest hopes and believed himself to be master of the universe.

So man presumed and acted on the presumption. But he reckoned without the spiritual and emotional forces that had made him. Other guiding principles than mechanical technology had been more important in the fashioning of man. There is a certain sense of inward things, a close relationship with nature and with the powerful forces of the universe which give him stature.

Technocracy, when relied on as the maker of life, is the insurer of death. Our mechanical system with its deadly and deadening assembly belt is fast reducing work from a creative integrating activity to a frustrated routine with neither beginning nor end, without any kind of unity, wholeness or adventure. We are witnessing a deadly effort to escape its net by subscribing to shorter hours, higher pay, movies, radio, printed thrillers and spectator sports. We are in danger of being cut off from the forces of nature and of becoming victims of a false philosophy of sheer individualism. This attempt to escape accounts for the immense increase of psychosis in the modern world. This psychosis is rooted in a century old denial of the forces which nourish the human soul.

If man, through technocracy, cuts himself off from man and the spiritual forces of the universe, if he tries to live for himself and unto himself alone, he will be destroyed.

But he need not be. The soul-body force can be reclaimed. The group can be strengthened to help man draw more strength from the group. The means of technocracy must be brought under the same control as are the needs of the soul, of the conscience and of the heart. To do this we must rise to great heights and must clearly recognize that mastery will come through harmonizing activity, thought and feeling with the spiritual forces of the universe, not from denying these powerful forces which have made it possible for man to climb to dizzy heights.

Man can save himself, but the incentive and drive must come from within. Many men throughout history have achieved integration

through work which has become a significant contribution to the achievements of man. Man will still have this opportunity, but less and less. Hours will be shorter, there will be less work for young people, retirement will be earlier. We, as workers in the college field, along with our many associates must not forget that these days when our work contributions are at the height, when we seem oft-times harassed by many outside influences and extra hours these days in spite of everything are literally "the best years of our lives."

It is ironical to wait until we have to look back and say they were the happy years, let us not forget that the happy years are now and much of this happiness is, as it has been throughout the ages, closely associated with the significant work which we are doing.

Recreation is the name we give to any type of activity which helps to supplement our work activities today. It is well to remember that many of the recreation skill patterns of adult life were laid down in the skill-forming years of childhood. For our own children, and for those who are under our educational direction, much significance should be attached to this principle of learning skill patterns early.

Escape from boredom is a worthy objective in itself. We can not escape from boredom by willing it or by philosophizing about it. We escape from its monotony by stimulating, scintillating things to do. This gives us reasonable assurance that we will be able to be spared the petty irritations of little things. Amelia Earhart said just before her last flight, "Courage is the price that man must pay for peace, the soul that knows it not knows no release from little things."

With this release from little things, with our concentration upon objectives which seem significant to us, we can lay the foundation for happiness and health, even amidst confusion. How well Robert Louis Stevenson expressed this philosophy when he said, "O toiling hands of mortals! O unwearied feet, traveling ye know not whither! Soon, soon, it seems to you, you must come forth on some conspicuous hilltop, and but a little way further, against the setting sun, descry the spires of El Dorado. Little do you know your own blessedness; for to travel hopefully is a better thing than to arrive, -- the true success is to labor."

I give you tonight, my friends, the philosophy of traveling hopefully.

THE PHYSICAL EDUCATION REQUIREMENT IN COLLEGES AND UNIVERSITIES OF THE UNITED STATES

John H. Shaw and
Millard L. Rogers
Syracuse University

In the spring of 1945 a survey of the Status of Required Physical Education in Colleg es and Universities of the United States was completed by the authors and the following conclusions were reported in an article in the Research Quarterly.[1]

> "1. The findings in this study in regard to the number of schools requiring physical education (96%) agree with Greene's study the number of colleges requiring physical education. Approximately sixty per cent of the schools had either a four- or eight-term requirement.
>
> 2. Sixty-nine per cent of the schools grant full academic credit for each semester of required physical education; five per cent gave some credit; twenty-four per cent gave no credit.
>
> 3. Fifty per cent of the schools count physical education grades when computing honors by semesters.
>
> 4. Forty-nine per cent of the schools count physical education grades when figuring honors at graduation.
>
> 5. Private schools are much more conservative in granting credit and counting physical education grades toward honors both by semesters and at graduation than are state-controlled schools. This is probably due to state schools being more directly responsible to their constituencies. The same conclusion applied to men's and women's schools as compared to coeducational institutions.
>
> 6. Certain schools are inconsistent in their policies in regard to giving credit and honors for physical education.
>
> 7. There are no major differences between the groups of schools studied in regard to their practice of granting excuses from physical education."[2]

Reports from individual schools in the above study indicated clearly that the status of physical education had been definitely

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1. John H. Shaw and Millard L. Rogers "The Status of Required Physical Education in Colleges and Universities of the United States," *Research Quarterly* 17:1 (March, 1946), pp. 2-9.
2. *Ibid*, p. 9.

improved due to the impetus of the war, although some indicated that this improvement was an emergency measure only. The following report from DePauw University indicates the direction of the improved status:

"1. Beginning in 1942-43, academic credit will be given for all physical education courses.

2. Credits earned in *all* physical education courses will be given the same consideration as credits in other courses, i.e. they will apply toward grade requirement for graduation and toward all computations of scholarship average.

3. Credit in *all* Physical Education courses will be considered part of the student's regular load, and not in addition to the load as in the past.

4. There will be no change in the total number of hours needed for graduation, but the requirements will be expressed as follows: 124 hours, including not less than four hours of physical education. (In the past the requirements have been 120 hours plus four hours of Physical Education.)

The following changes in Physical Education policies affect men students only:

1. *All* freshman men, regardless of age, will be required to take Physical Education 101-102 for one hour of credit each semester.

2. All Sophomore men will be required to take Physical Education 351-352 (Physical Preparedness) for one hour of credit each semester, whether or not they are in the age range of Selective Service. The regular sophomore Physical Education courses 201-202 will not be offered for men for the duration.

3. All juniors and seniors who are, or will be, in the age range of Selective Service at any time during the semester, will be required to register for Physical Education 351-352 (Physical Preparedness). The credit will be one hour a semester."[3]

An interesting variation from the usual requirement was reported by Ohio University. Commencing with 1944-45, one year of Physical Education was required of all students, after which time the student might be released from the remainder of the requirement by meeting the following standards:

"1. Pass Health examination given by Ohio University Medical officer.

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3. DePauw University, Greencastle, Indiana, (mimeographed notice)

2. Meet class requirements and earn credit in P.W. 1 and 2.
3. Pass Six physical efficiency tests.

	Temporary Standards
a. Pull-ups	15 (times)
b. Push-ups	35 (times)
c. Sit-ups	65 (times)
d. Jump & Reach	24 (Inches)
e. 100 yd. dash	11:5 (seconds)
f. 2000 yd. obstacle run	9:30 or under (minutes)

4. Three team games, class or varsity. (Choice of three)
   a. Touch Football or Football
   b. Soccer
   c. Basketball
   d. Volleyball
   e. Speedball
   f. Softball or baseball

   These games will be offered in P.W. 1 and 2. Students will be tested on rules. By earning credit in these courses a student automatically passes standard number four.

   Candidates for Varsity squads are excused from Physical Welfare classes during the seasons of participation.
5. Three dual and individual sports, class or varsity. (Choice of three)
   a. Tennis
   b. Badminton
   c. Golf
   d. Bowling
   e. Swimming
   f. Handball
   g. Fencing
   h. Consideration may be given to exceptional skill in other dual or individual sports

A student may come to Ohio University already proficient in three or more of these sports. He could then pass them in the spring of his freshman year. Otherwise, he would develop skill in his leisure time or register for sports of his interest in P. W. 101-104 inclusive.

A committee of three faculty members from the department of Physical Welfare will judge proficiency in dual and individual sports. Their judgment will be based upon:

1. Accepted standard skills in the sports.
2. Commonly used strategy.
3. The ability to excel.
4. Knowledge of the rules and etiquette.
5. Objective testing where such tests can be made practical.

No exceptions will be made for men who are taking a major or minor with the Physical Welfare Department, i.e. they must pass the standards or continue to register for the required Physical Welfare courses."[4]

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4. Rules for Testing Program in the Physical Welfare Department Requirement for Men at Ohio University (mimeographed)

Failure to pass the above tests required continued enrollment in Physical Welfare courses until either six semester hours of credit had been earned or the tests had been successfully passed.

In spite of the impetus of war, there were still evidences in the survey of a tendency to consider required physical education as not quite the equal of other offerings in the curriculum. Many schools still gave plus credit for physical education, although some required additional hours in academic work if a student received a medical excuse from physical education. Some practices were difficult to understand on any basis. For example, one school reported counting physical education grades toward honors if the student was in the upper division only. Another counted physical education grades in figuring honors only if the student did not have a C average in it. Thus a poor grade in physical education constituted a penalty, but if the grade were outstanding it was not counted at all!

One school reported that dance classes were counted in figuring honors for graduation, although other physical education classes were not. Another reported they did not favor averaging physical education grades with others because they believed the former measured a real but different educational objective than the typical college course.

Some interesting policies in connection with excuses from physical education were reported. A quite sizable group of schools reported substitution of a theory course in physical education, a hygiene course or an academic course when a medical excuse precluded regular physical education. This seems to be a desirable trend, and it should discourage "gold brickers" who are just trying to get out of something. A case recently was reported of a boy who secured a medical excuse from physical education but who nevertheless reported for football and made the college team! One man reported that the Dean of any school in his university could excuse students from the requirement for outside work and remarked that such a policy was too liberal.

Many of the schools answering the original inquiry indicated that the situation within their school was undergoing change probably due to the tapering off of the war emergency. Several schools requested immediate summaries of the results of the survey, as the gains made during the war were being questioned by the faculties of their respective colleges or universities.

As a result of this apparent retrenchment and particularly the recommendation of the American Council on Education (that "institutions - may well consider granting direct credit - for military training" for physical training and hygiene)[5], the authors decided to conduct a follow-up study to discover the trend in the requirement.

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5. The College Physical Education Association - To: Presidents, Examiners, Registrars of American Colleges and Universities. Subject: *Credit for Military Training in Physical Education and Hygiene.* February 26, 1945.

The following card was prepared and sent to all institutions answering the original inquiry:

Dear Colleague:

Early in 1945 you responded to a postcard questionnaire regarding the status of physical education on your campus.

Because of the interest shown in the previous study and due to changes that apparently have occurred following the war, we are again asking you to answer the brief questions on this card. Any additional comments you might wish to make would be appreciated.

This card is being sent only to those institutions which responded to the first questionnaire so that comparisons can be made and we therefore need a 100% reply. Your cooperation is appreciated. The results will be made available as in the previous study.

Sincerely yours,

John H. Shaw & Millard Rogers
Department of Athletics and
Physical Education
Syracuse University

Please explain below as indicated any changes made in your physical education requirement since you answered our original questionnaire (approximately March, 1945).

Are veterans excused from the requirement? Explain _____

Has the semester requirement changed? Explain _____

Change in credit allowed? Explain _____

Change in figuring honors by semester or at graduation? Explain _____

Change in excuse policy in physical education? Explain _____

Others? _____

Comments _____

Signature _____

School _____

Present incomplete returns from this inquiry indicate the following:

1. Veterans are apparently being excused from the requirement in line with the American Council on Education recommendation, in spite of the stand taken by the College Physical Education Association against such a practice. Comments indicate that physical educators generally disapprove this policy. One person reported favoring it on the basis of its seeming logical.

2. Except for the above instance, changes have been relatively few, and apparently gains made during the war period are being generally held. Where changes have occurred, the tendency has been to revert back to pre-war levels.
3. In several instances where the total requirement has been lowered in terms of semesters, academic credit has been retained for the remaining semesters of the requirement (schools where physical education was required before the war, but without academic credit being granted).
4. Private schools maintained their more conservative attitude as reported in the first study, both in regard to general policies and their willingness to excuse veterans from the requirement.

One additional point seems to be indicated by the data. The institutions where the physical education staff were most disturbed about pending changes and wanted the results of the first survey to help plead their case, seemed to suffer little or no setback from the gains made during the war period. Furthermore, where the physical educator had a particularly strong conviction in regard to a certain feature in the requirement, that feature seemed invariably to be retained by his college. The logical conclusion seems to be that vigorous measures on our part would do much to enhance the position of physical education on many campuses.

DISCUSSION OF PAPERS PRESENTED TO SECTION

For the most part the discussion centered about the use of tests in the college required physical education program. The present trend in the colleges seems to be in the direction of establishing minimum standards for graduation from the department. On the basis of such standards, dependent upon testing procedures, students may be excused either from parts or all of the physical education requirements.

Tests are being used in two major areas of physical education, as follows: (1) physical fitness, and (2) skills. These tests reflect the prevailing major objectives and program content in college physical education. The development and maintenance of physical fitness is being given considerable stress. In addition to passing fitness tests to satisfy standards in this area, students are required to give "repeat performances" at the end of each semester or year. If they fail to maintain an adequate fitness level on re-tests, they are then required to enroll in developmental classes until such time as they are able to meet department requirements. On the other hand, skill tests once passed are accepted as satisfactory evidence that the student has acquired the prerequisite skill in the sport; no re-checks are required as a general rule.

The physical fitness tests in general use are patterned after experiences in the Armed Services. In most instances the director of the required program and his staff select several muscular endurance items covering major areas of the body and form their own tests. In some instances, circulatory-respiratory endurance tests are also included. The desire for assistance from research organizations in the selection, evaluation, and construction of desirable tests was voiced by members of the group.

Some discussion was also centered on the physical education requirement for veterans in the colleges. The group favored a definite requirement for veterans; and decried the present trend toward automatically excusing them from all physical activity during their college career.

In this connection, Mr. Lowe reported on experiences with the veterans at Columbia University. Realizing that many veterans were seeking a waiver of the physical education requirement, a survey of veterans' opinions and attitudes toward physical education was conducted. The major reasons for requesting the waiver were as follows:

1. Many, especially the veterans in the Air Corps program, had had excellent training in sports, and could not justify in their own minds a continuance with these activities.
2. Others had "walked all over Europe." So, why more?
3. Still others did not like to participate in a "rigid" physical activity program, especially where there was considerable regimentation. They desired instruction up to a point, but also wished some freedom of choice.

4. A few veterans felt unable to participate in physical education because of minor ailments, not considered as limiting by the University physicians.
5. For other veterans, especially those who were married, had children, needed to work, or were faced with housing problems, etc., the time required for physical education classes was needed to settle their personal affairs.

As a result of this survey, Columbia was able to adjust its physical education program to the specific needs and desires of the veterans without sacrificing the requirement. Some leniency in applying the requirement to individual veterans where hardship was a factor, was also helpful.

Presented by:

H. Harrison Clarke - Chairman.

MIAMI UNIVERSITY
PHYSICAL EDUCATION FOR MEN
REVISED PLAN

George L. Rider
Miami University

The plan is based on the belief that the aim of a college education can be more completely realized through participation in a wholesome program of physical education. The approach to the subject is from the standpoint of function and achievement. The University is interested primarily in men taking physical education not for a certain number of semesters or in securing so many credits, but rather in having them acquire an interest in and an appreciation of physical activity in their lives as well as maintaining a high degree of physical fitness.

The Plan

All freshmen take physical education for two semesters. Health and physical examinations will be given during Freshmen Week. The results of the examination will be used to classify the students in two groups for the first semester:

(1) The physically fit and those physically below par but with no special organic defects.
(2) Those with definite organic and functional impairments.

The physical education program for the first semester for those in group (1) above will be "basic" in nature with emphasis on conditioning activities as well as game skills. A special program determined by the specific impairments present will be necessary for the second group. The extent to which students in this group may engage in physical exercise will be determined by the University health service.

At the end of the first semester, physical fitness tests and other means will be used to determine the physical condition as well as proficiency in recreational games and swimming (when a pool is available), of those in group (1) above. On the basis of these tests the students in group (1) above will be reclassified into two groups:

(1) The physically fit.
(2) Those physically below par but with no special organic defects.

The physical education program for the second semester will be

adapted to the varying needs of these two groups. A "maintenance" program designed to preserve a high degree of physical fitness will be given to the first group with emphasis on game skills and swimming (when a pool is available.) Those in the second group will continue the basic program.

At the end of each succeeding semester throughout the Freshman, Sophomore, and first semester of the Junior year, tests and other means will be used to determine the physical condition as well as proficiency in recreational games and swimming (when a pool is available); those who possess a satisfactory degree of game skills, and are in good physical condition will be excused from further formal requirement in Physical Education after the completion of two semesters of work. They must, however, accept the responsibility of keeping themselves in good condition as evidenced by passing a physical fitness test at the end of each of the three succeeding semesters. Failure to pass the test will result in a student returning to class the following semester and taking physical education with credit until he is again able to demonstrate that he is in good condition.

Men excused from the formal requirement may elect physical education but not for more than a total of six hours credit including the first two semesters.

All students will take physical education until they are either able to pass the game skills and physical fitness tests or have completed successfully the work of six semesters. Completing the tests is not necessary for passing work.

NOTES

The amount of credit possible varies from two to six hours and will be added to the number of hours required for graduation.

After the first two semesters, the good student is permitted to plan his own physical educational program.

Students for whom the formal requirement has been waived are given physical fitness tests only. No credit is given for passing these tests. The game skills tests are not repeated.

Physical fitness tests are given only at the end of the semester.

Men who elect physical education are permitted considerable freedom in substituting supervised intramural and intercollegiate athletics for work in formal classes.

Modifications in the plan are necessary to meet special cases.

Classes meet three (3) hours per week.

THE PHYSICAL EDUCATION REQUIREMENT SWARTHMORE STYLE

Carl K. Dellmuth
Swarthmore College

About a year ago I was traveling from Washington to Philadelphia with our President, Allison W. Marsh. For a period of three days prior thereto we had collaborated with "Ollie" Cornwell in preparing a joint report on certain phases of overseas physical education assignments we had undertaken for the War Department. Having finished this period of rather intensive work, it seemed logical that we would want to forget physical education for a moment and turn our thoughts to something of a very different nature. Shortly after the train left Washington, however, we were once again discussing our favorite subject; only this time our attention was turned to the programs which we were administering back home. It was during this conversation that I told 'Eli' Marsh about a plan we were experimenting with at Swarthmore. I tried to point out that our program was in no sense original, although the various ingredients thereof were likely being mixed in somewhat new proportions.

About a month ago, 'Eli' probably remembered our train ride, for it was then that I was aked to repeat, at this meeting, the substance of my remarks concerning the Swarthmore Plan.

At Swarthmore, our records show that a faculty requirement in physical education was first established about 1900. During the first forty-six years of this requirement there have been a total of seven different plans, six of which have been tried between 1942 and 1946. I make this point simply to emphasize the fact that, rightly or wrongly, we have been exposed to an uncommonly large number of separate requirements during the last five year period.

From 1900 to 1942 the Swarthmore Faculty requirement was two hours of supervised work per week for freshmen and sophomores, In 1942 this requirement was increased to include the junior and senior years. In 1943 the requirement was increased to five hours per week for four years. At this point the students, faculty and administration were well aware of the increased importance which had been placed on the need for physical fitness as a result of our country's entrance into the war. At the same time the changes in our original requirement had brought about sufficient discussion that our faculty was not at all certain they were moving in the right direction. For that reason, and after experiencing considerable student pressure, the Faculty invited the Department of Physical Education " to submit a sound and comprehensive plan which, in their judgment, would meet most of the objections which were being raised by the interested factions." Accordingly the Department, after careful deliberation, produced such a plan

and it was adopted by our Faculty in June 1944. It is significant that this is the only time, to my knowledge, that the Swarthmore Faculty ever accepted verbatim the recommendation of our Department in adopting a physical education requirement of any description.

In making our recommendations we were guided by the following principles:

1. Performance, not attendance at classes, should be a primary objective.
2. Water proficiency, as well as general physical proficiency should be given prominent consideration.
3. Testing, with all its shortcomings, should be adopted.
4. The plan somehow *should provide an incentive* for men to first, acquire, then maintain, a satisfactory level of physical fitness and water proficiency. This, perhaps, was our most important concern.
5. And finally, a system of penalties should be announced in advance to take care of those chronic offenders who use every opportunity to miss classes.

With these objectives in mind here is the plan which was evolved.

CATALOG STATEMENT

I. REQUIREMENT

All male students must comply with the requirement regarding physical fitness laid down by the faculty. This requirement is a flexible one, which varies with the needs of the student. For purposes of administering it, students will be divided into three groups as described below.

At the beginning and in the middle of each semester, tests will be given to every male student in physical fitness and water proficiency. On the basis of these tests three groups will be recognized:

Class 1. *Men in superior physical condition.* These men will be excused from all formal requirements, with the understanding that they will take responsibility themselves for maintaining their physical fitness.

Standards

1. Physical Fitness - Point score of 65 or better (see table).
2. Water Proficiency
   A. Students must stay in the water a minimum of ten minutes during which time they must swim 220 yards freestyle, demonstrate treading, bobbing, and retrieving.
   B. Swim fully clothed 25 yards and disrobe in deep water.

C. Demonstrate breaks for wrist hold, body hold (rear), front strangle hold, back strangle hold.
D. 25-yard approach, surface dive, level off victim, and demonstrate during the return carry chin and cross chest carrying techniques.
E. Demonstration of artificial respiration (Schaeffer method).

Class 2. *Men in average physical condition.* From members of this group the Department will require three periods of supervised exercise per week. The men, however, will be given their option of attending regular classes in physical fitness or taking part in some phase of the games program (Varsity, Junior Varsity, or Intramural).

Standards
1. Physical Fitness - Point score between 50 and 64 (see table).
2. Water Proficiency
   a. Satisfactory completion of items A and B in *Class 1* test.

Class 3. *Men whose physical condition is below average.* For these men special programs of corrective exercise will be designed, not to exceed five periods a week. The earlier classes for this group will be concerned largely with body-building, but later will combine this work with a program of games.

Standards
1. Physical Fitness - Point score below 50 (see table).
2. Water Proficiency
   a. Inability to satisfactorily complete Class 2 test.

The Department of Physical Education will undertake to help men advance from the lower brackets to the higher as speedily as possible.

All men not excused for medical or other reasons are expected to fulfill this requirement under penalty of being asked to leave the College.

II. PENALTIES*

A. SUSPENSION
Any student taking more than six unexcused cuts will be suspended for a period of one week.

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*Warning will be given by the Department when a student has taken four unexcused cuts.

SWARTHMORE COLLEGE
Department of Physical Education and Athletics

Physical Fitness Test Score Sheet*

Pull Up	Sit Up	Squat Jump	Push Up	880 Run	Score	Pull Up	Sit Up	Squat Jump	Push Up	880 Run	Score
..	7	..	..	5.05	1	..	38	35	28	.12	51
..	..	..	..	5.00	2	..	39	36	..	.11	52
..	..	10	6	.55	3	10	40	37	29	3.10	53
..	..	..	..	.50	4	..	42	38	30	.09	54
..	8	..	7	4.45	5	..	43	39	31	.08	55
..	..	..	..	4.42	6	11	44	40	..	.06	56
..	..	11	..	4.39	7	..	46	41	32	3.05	57
..	..	..	8	4.36	8	..	47	42	33	.04	58
..	9	..	..	4.33	9	12	49	43	34	.01	59
..	..	12	..	4.30	10	..	51	45	35	3.00	60
..	..	..	9	4.27	11	..	52	46	..	2.59	61
..	10	..	..	4.24	12	13	54	47	36	.58	62
..	..	13	10	4.21	13	..	55	48	37	.57	63
..	..	..	..	4.18	14	14	57	49	38	.56	64
..	11	..	..	4.15	15	..	59	51	39	2.55	65
..	..	14	11	4.12	16	15	61	52	40	.54	66
..	..	..	..	4.09	17	..	63	54	..	.52	67
..	12	..	..	4.06	18	16	65	55	41	2.51	69
1	..	15	12	4.03	19	..	67	56	42	.50	69
..	13	..	..	4.00	20	17	69	58	43	.48	70
..	..	16	13	3.58	21	..	72	59	44	2.47	71
..	14	..	..	3.56	22	18	74	61	45	.46	72
2	..	17	..	3.54	23	..	77	63	47	.44	73
..	15	..	14	3.52	24	19	79	64	48	2.43	74
..	..	18	..	3.50	25	20	82	66	49	.42	75
..	..	..	15	3.48	26	..	86	68	50	.40	76
..	16	..	..	3.46	27	21	89	69	51	2.39	77
3	17	19	16	3.44	28	..	92	71	52	.38	78
..	18	20	..	3.42	29	22	97	73	53	.36	79
..	..	..	..	3.40	30	23	100	75	54	2.35	80
..	19	21	17	.39	31	..	105	77	55	.34	81
..	20	..	..	.37	32	24	110	79	57	2.32	82
..	21	22	18	.36	33	25	..	81	58	.31	83
4	..	..	19	.34	34	..	115	83	60	2.29	84
..	22	23	..	3.33	35	26	120	86	62	.28	85
..	23	24	20	.32	36	..	125	88	63	2.26	86
5	..	..	..	.31	37	27	130	90	64	.25	87
..	24	25	..	.30	38	28	135	93	66	2.23	88
..	..	26	21	.28	39	..	140	95	67	.22	89
6	25	..	22	3.27	40	29	145	98	69	2.20	90
..	26	27	..	.26	41	30	150	100	71	.19	91
..	27	28	..	.25	42	31	155	103	73	2.18	92
7	28	..	23	.23	43	32	160	106	74	.17	93
..	30	29	24	.21	44	33	165	108	76	2.16	94
..	31	30	...	3.20	45	34	170	111	78	.15	95
..	32	31	25	.19	46	..	180	114	80	2.14	96
8	33	32	..	.18	47	35	185	117	82	.13	97
..	34	..	26	.16	48	36	190	120	84	.12	98
..	35	33	27	3.15	49	..	200	123	86	.11	99
9	36	34	..	.14	50	37	205	127	89	2.10	100

*Where no scores are printed the score of the lower achievement shall be recorded.

B. Semester Suspension
Any student taking more than 10 unexcused cuts will be suspended for the balance of the semester.

I wish I could report that this requirement is still in operation at Swarthmore, for it was enthusiastically received by our Physical Education staff and students. The fact is, however, that in November 1945 our faculty modified the requirement by exempting all veterans and in the Spring of 1946 made further modifications so that the emphasis now is focused on the teaching of sports' skills - not on physical fitness - and formal testing has been abolished except in the case of swimming. Furthermore, our present requirement applies only to non-veteran freshmen and sophomores.

In looking back over our experience with the plan I have just described, perhaps it is in order to add a few footnotes for the purpose of the records. In the few remaining minutes I can touch only on the high lights, thus omitting a detailed discussion of some points which might be of particular interest. Furthermore, it is not easy to make sweeping statements after observing what happened during the equivalent of only two college years. We would like to have observed this program in operation for twice that length of time - or the equivalent of a full undergraduate period of four years. Speaking for our staff, however, it is possible to summarize by pointing out that, in our opinion, the plan was eminently successful.

Perhaps this statement can best be reinforced by referring to our list of objectives:-

1. In establishing three categories of fitness we made class assignments on the basis of the student's performance in the various tests. If a man complained about conflicts with other classes, or an inability to devote too much time to non-academic activities we only had to remind him that his qualifying for a *Class I* rating would solve all his problems and some of ours as well. As a whole, the students were enthusiastic about being graded on accomplishment and not judged alone on the number of weekly contact hours they had spent in "phys. ed." classes.
2. I need not comment on the desirability of incorporating a program of aquatic training along with the regular physical fitness instruction. Our experience was most gratifying. At times the speed with which our men acquired water skills, was little short of unbelievable.
3. Elsewhere, so much has been said about the merits of physical fitness tests that I will not labor the point on this occasion. At Swarthmore, we were most enthusiastic about the testing program. It is true that testing is not without shortcomings, yet the system seems just as sound in physical evaluation as in the case of academic evaluation.

4. Our greatest satisfaction was realized because the plan seemed to provide the incentive factor we had hoped for. Men took great pride in moving from *Class 3* to *Class 2* and then to *Class 1*. Comparing test scores was a moment of real suspense, and participants in the program vied with one another for the highest possible honors. At the outset, we were apprehensive that those men who were excused from formal classes, would abuse the privilege and report to the next testing period in much poorer condition. Actually, however, the reverse was the case. Once a man was classified "superior" he made every effort to maintain the highest rating. In the four full semesters only 6/10ths of one per cent of those who earned a *Class 1* rating, fell behind in a subsequent testing period.
5. And finally, the pre-announced penalty system provided the necessary disciplinary ingredient. Three men were actually suspended from college for taking excessive cuts. Thereafter, class attendance was more regular than we had ever seen it previously.

In closing, I do not want to leave the impression that we considered this plan perfect in every detail. Indeed, we worked constantly to refine it in the light of our most recent experiences. What I can and will say is that, in my judgment, it was the soundest physical education requirement we have ever undertaken at Swarthmore. My only regret is that we do not have it today.

USE OF TESTS IN PHYSICAL TRAINING PROGRAM AT THE UNITED STATES MILITARY ACADEMY

Lt. Colonel Francis M. Greene
United States Military Academy

The Physical Education Department at the United States Military Academy is responsible for the physical preparation of cadets for the Regular Army. This includes the personal physical development of the individual; the professional training in military skills, leadership training, and training for athletic administration; and lastly a wide sports experience in team sports as well as individual sports of recreational value. To achieve these objectives, the department is allotted three hundred and eighty-six (386) hours and is well staffed and equipped. Under military control, all instruction is required of all cadets, which is a factor not to be overlooked in furthering the effectiveness of the program.

Comparatively recent changes in policy have established:

a. The right to screen candidates in physical aptitude;
b. The right to grade for graduation standing;
c. The right to discharge for deficiency.

In citing these facts, I recognize that our situation is not typical of physical education departments in general. The Military Academy is unique because it turns out only one product - Army Officers. I submit to you, however, that there is nothing in this list that is not typical of the average *academic* department in any college or university.

The reason I have covered these features is to point out that when a physical education department achieves these generally accepted *academic* prerogatives, it assumes a major responsibility in the matter of grading and testing. A tremendous amount of research, study, and worry must precede and follow the acceptance of any of these authorities.

I might add that we made progress toward obtaining these authorities only after we had developed grading procedures, standards of instruction, and planned programs that convinced our academic governing body that we were eligible. Incidentally, even we at the Military Academy at first had some selling to do on the need for Physical Education.

We are making no pretense of omnipotence in the field of grading. I must frankly admit right now that we are chronically unhappy about many features. I'll try my best to quote you only our most favorable findings, but if you press me closely, I'll have to tell you

the truth and then claim credit for at least knowing where we are weak.

We use tests and grades in:

a. Admission examinations;
b. Entrance tests for organization of classes and special instruction;
c. Annual grades;
d. Final examinations for discharge;
e. Examinations for readmission;
f. Examinations for removal of conditions.

Admission examinations, which are simple five (5) or six (6) item performance tests, are designed insofar as possible as measures of potential physical ability. We use the term *Physical Aptitude*. Our latest studies indicate that we can predict year-end (1st year) grades fourteen (14) months in advance to a correlation of .84. On this basis we feel justified in using such tests as screening devices to eliminate the physically inapt.

With our other examinations, also performance tests, we endeavor to measure current physical ability because by the time they are applied, the cadet has been exposed to basic conditioning, whereas at the time of the admission examination, he may be quite out of condition, but nevertheless, a potentially satisfactory candidate.

All tests are applied in a strictly formal procedure. We have found by experience that careful administration is absolutely essential and the following features of our procedure may be of interest:

a. Instructions are read to groups being tested;
b. Each test is demonstrated by another instructor during the reading;
c. No encouragement by instructors or students is permitted;
d. All equipment is checked and measured for lay-out before all tests;
e. Accurate administration of tests is rigidly enforced.

Our philosophy on tests involves the use of interchangeable tests batteries with comparable scaling. By April, this year, we will have developed such interchangeable test batteries for admission examinations and year-end examinations for all classes with accompanying scales.

Leaving the subject of performance tests, I would like to say a few words concerning our annual class grades. In grading we attempt to measure ability, not effort, attendance, or improvement, but solely the ability of a man to perform in each activity. And, I might add here, ability is what our academic friends grade.

The annual grade in Physical Education combines with equal weight three (3) items:

a. Class achievement grades in required classes;
b. Success ratings in intramural sports which with us are required activities and involve vigorous sports. (Members of intercollegiate squads, likewise, receive a rating based upon their achievement in their particular sport during the same season);
c. A combination of three (3) strictly objective tests covering swimming, a physical performance test, and an obstacle course run.

We have studied and worked over these grades to achieve as high a degree of objectivity, reliability, and validity as possible. Class grades, which are the most subjective, are rendered at least every eight (8) attendances. Intramural grading is handled by committees and annual test grades are by nature highly reliable and valid.

One more point; we have under way a very interesting study. This is a study to determine a suitable criterion of physical ability. This criterion has been derived by an opinion survey of every cadet in each company rating all other cadets. The results are as yet incomplete, but indications are that we are approaching something of great interest in the way of an overall criterion. The value of such a criterion in studying our program and grades will be readily apparent to all of you.

I would like to restate briefly a few points:

a. To achieve departmental prestige, we must first *prove that we have a valid and reliable grading system measuring a soundly planned and well taught program.*
b. To acquire academic respectability, we must prove that Physical Education is an essential ingredient in the professions for which we educate and *I don't believe the military stands alone in this.*
c. We recognize that Physical Education provides other qualities such as assurance, poise, etc., but these are essentially valuable by-products as are the cultural by-products of academic courses. These by-products are as yet immeasurable and if we are to meet our academic associates on an even plane we must confine our grade to *ability.*

Time does not permit me to go into more detail, but I would be happy to answer any questions on any phase of the subject.

AN ADJUSTMENT OF THE PHYSICAL EDUCATION REQUIREMENT FOR VETERANS AT COLUMBIA COLLEGE - COLUMBIA UNIVERSITY

Harold E. Lowe
Columbia University

Columbia College, like many other institutions, has been greatly concerned since the war with the general problem of adjusting its educational offerings to meet both the current and future needs of its students.

Last year the faculty adopted a plan designed to meet the future needs of students which, among other things, involved increasing the requirements in physical education from two to four years and increasing the requirements for hygiene from one to two semester hours. This plan is to become effective for all students entering after July 1st, 1947.

Inasmuch as a high proportion of the students are veterans, the plan for meeting the more immediate needs required that their problems be given first consideration. This plan, which is the subject of my discussion, has been in use for approximately one year. To date it seems to provide sufficient administrative flexibility to meet a large majority of veterans problems.

As a first step in determining the true nature of the problem, three members of the department of physical education - who themselves are veterans - interviewed two hundred veterans or approximately twenty per cent of those who were taking physical education for credit. An analysis of the reactions of this group indicated that the problem with which the veterans were concerned were chiefly of three types.

Some veterans, because of their military experience, felt that they were incapable of profiting by our normal program of sports and games. They were arbitrarily called "health adjustment" cases. They were for the most part students with a history of some physical incapacitation. Such cases are now referred to the medical office for further examination. If a modification of the general activity prescription is indicated, as a result of the examination conferences are arranged between the examining physician, the physical education instructor and the veteran in order to arrive at a satisfactory program. While this procedure is not new, the criteria for determining those students eligible for such consideration has been greatly increased. As a result the per cent of students now taking this modified program adapted to the needs of the individual has more than doubled.

Other student veterans, because of unusual circumstances, indicated to the interviewers that they were experiencing real difficulties in meeting all the requirement for the degree. Some of the characterizing circumstances were: the students were older, married,

had one or more children, and were required to supplement their subsistence pay by working long hours. Such students, for want of a better term, were called "hardship" cases. The problem of adjusting the degree requirement to meet unusual needs, including physical education, is referred to a standing committee on instruction which represents the governing body of the college. As a result of the action of this committee the prescription in physical education has been either modified or waived for approximately ten per cent of the students involved.

The third group of veterans were inclined to question the wisdom of the physical education prescription either because they felt that it was forcing them to repeat work which they had experienced while in the service, or because they believed that their total military experience with its emphasis on the physical - especially marching - was the equivalent of college physical education. This clearly was a departmental problem.

In addition to clarifying the nature of veterans problems the interviews seemed to indicate that veterans recognized the value of physical education but expressed a desire to be allowed a more flexible program in order that it would not interfere with their carrying a heavy academic load.

In analyzing the veterans' viewpoints the department felt that military training in general was not the equivalent of physical education. Military training was designed primarily as a toughening process and did not purport to teach or cultivate recreative skills which might continue to yield beneficial results in post-graduate life. Skills of a recreational nature were not stressed and seldom taught in the regular military programs of physical training. In addition most service physical training was taught as a prescribed discipline rather than as a way of life. It was contended by some that from two to four years spent in vigorous military life - "walking all over Europe" - gave them a physical development far beyond that to be expected from the typical college program of physical education. It does seem true that many veterans realized developmental values beyond those which could be gained from college physical education. However, it is also true that many physical values resulting from military experience can be retained only by continued activity.

Most veterans interviewed felt that they had "lost" several years time in their preparation for life and consequently felt compelled to make up the time by carrying heavy schedules and attending summer sessions. We are in heartiest sympathy with their eagerness to get on with the job of acquiring an education. Perhaps they should be reminded, however, of two things which seem pertinent. First, that they are not alone in being set back by the war: civilization has been set back; all men and women have been set back; some more than others. Even in our country there are approximately ten million other men who have been set back in their time schedule of life. Since so many others were likewise detained, we wonder if it is not more accurate in describing

the war period as "time out" rather than "time lost." The hands of the educational clock were stopped for most young Americans. Now the hands again have been started. We cannot regain lost time but we may gain by a forced respite if we go forward with renewed effort and conviction. The second thought which may be pertinent to keep in mind for those who want to take short cuts to make up for lost time is that if sane living is postponed until the last milestone is reached, it may be too late. This country is cluttered with the remains of lives that have never been lived; they have merely been spent in the pursuit of successive stages of getting ready to live. In this connection also, it may be pointed out that veterans who feel that they must carry a heavy load of sedentary academic work are likely to be in the greatest need of compensating organic stimulation from muscular exercise.

The department felt that doubtlessly some veterans did receive good physical education while in the service of their country, especially those taking officer training in colleges. Others received training which merited little or no recognition of achievement. Since it was next to impossible to appraise the many and varied military programs of physical training which veterans had taken, it was decided that some method of measuring achievement of skills had to be established. With this in mind the achievement test described below was established for students, both veterans and civilians, who feel that they have the skills stressed in the Columbia College program of required physical education and who wish to have the prescription either waived or modified to meet their accelerated work program.

The Columbia College achievement test consists of two parts: *skills* in selected sports and *maintenance* of physiological condition. Students may satisfy Part I of the achievement test, called "qualifying skills" once and for all by demonstrating to a committee of instructors that they have a better than average degree of skill in the following sports:

1. Swimming
2. Two activities from among: tennis, squash rackets, handball, golf, and bowling.
3. Two team games from among: softball, touch football, basketball, volleyball, football, and baseball.
4. One combative sport from among: boxing, wrestling, and fencing. (Veterans do not need to demonstrate skill in combative sports.)

The qualifying skills listed above are the same activities which students must take in the required program.

Students may satisfy part II, called "condition maintenance," one semester at a time by one of two plans:

a. By passing the so-called Harvard step test of physical fitness with a minimum score of 70 at the end of the semester, or

b. By regular attendance in the appropriate special classes described below.

Those students who wish after passing the qualifying skills (part I) to be completely on their own in regard to maintaining condition, elect plan (a), whereby they are not responsible for attendance, but must prove that they are in a satisfactory state of condition at the end of the semester by passing the steptest. If they pass the step-test, the appropriate semester of physical education is waived, without credit, and they are permitted to continue under the same plan for the next semester. Students failing the step-test must repeat the semester's work and must return to the required program of physical education.

Other students who wish, after passing the qualifying skills (part I), to continue exercise in a more flexible and advanced course, elect plan (b) in order to show evidence of satisfactory condition. In this plan attendance is required three days weekly but they are permitted a wide choice of activities at hours to meet their convenience. One point of academic credit toward the B.A. degree is granted - up to a total of four - for completion of plan "b." The privileges of this plan, like the other, depend upon a student meeting his obligations to show maintenance of satisfactory condition. This feature of plan "b" serves as an incentive for students to continue regular exercise. A failure to meet the obligations is penalized by a loss of the privileges of the achievement plan.

The advance course under plan "b" is under supervision. Students are required to report "in" and "out" for checking attendance. If attendance at a given hour is not heavy, the supervisor may also give instruction, Since the level of skill of the group is relatively high the type of instruction given is similar to but less intensive than that used in coaching athletic teams where the emphasis is on advanced techniques and strategy of play rather than practice on the elementary skills. The responsibility for making arrangements for play, such as court reservations and making an appointment with a person with whom to play rests with the student.

In general it is felt that the achievement plan meets the need of students, especially veterans, who have already acquired skills which are required for the Bachelor of Arts degree at Columbia College. In addition to freeing them from repeating elementary instructions below their level of achievement, it also provides maximum flexibility in choice of hours for participation. An adequate incentive is provided to induce students to continue regular exercise as evidenced by the fact that approximately *fifty* students elect plan "b" to *one* electing plan "a." In essence the achievement plan represents a transition course between the compulsory program of required physical education and voluntary participation.

In summary the modifications of the physical education requirement to meet the immediate needs of students, especially veterans,

seems to have proved to be satisfactory to the administration and the department, as well as to the students. Each student, veteran or civilian, desiring relief from the requirement in physical education may seek it in three ways by: by requesting a medical reexamination for reasons of health, presenting evidence of real hardship because of circumstances beyond his control, or by taking the achievement test in physical education on the grounds that the courses represent work below the level of his achievement.

Finally, it is believed that the approach used for determining the real nature of veterans', dissension, together with the establishment of more flexible administrative procedures, represents a technique which may be duplicated by other institutions in adjusting their requirement in physical education to meet the needs of student veterans. And certainly it results in greater justice than the wholesale excusing of veterans from all physical education, as has been recommended by some.

REPORT
OF THE
TEACHER EDUCATION SECTION MEETING

Presiding: Carl Nordly, *University of Minnesota*
Secretary and Summarizer: Lloyd M. Jones, *The Pennsylvania State College*
Discussion Leader: Harry A. Scott, *Teachers College, Columbia University*

The meeting was called to order by the Chairman, Carl Nordly with 21 in attendance. The topic for discussion was "Teacher Education on the Undergraduate and Graduate Levels."

Dr. William Meredith of the University of Pennsylvania read an excellent informative paper on "The Five-Year Program at the University of Pennsylvania." This furnished the necessary background for the discussion which followed. This paper appears elsewhere in these *Proceedings*. Dr. Harry Scott of Teachers College, Columbia University, served as the Discussion Leader for the topic "The Graduate Program in Health and Physical Education." He presented four questions in mimeographed form as follows:

1. In general what are the essential characteristics of instruction on the graduate level for the Master of Arts degree? For the Doctor of Philosophy or Doctor of Education degree?
2. What areas of specialization should be offered in the graduate curriculum in the area of Health and Physical Education?
3. If core subjects are to be required in the graduate curriculum, what should they include?
4. Specifically what should be required of the candidate for the Master of Arts degree in the area of Health and Physical Education? For the Doctor of Philosophy or Doctor of Education Degree?

In the discussion of the essential characteristics of instruction at the graduate level as constrasted with the instruction given to undergraduates, it was pointed out that there are at least eight characteristics.

1. The developing of the ability to do critical thinking, which includes the emphasis upon the "why."
2. A broader field of preparation which gives an opportunity for the expansion of one's knowledge in a horizontal direction as well as in a vertical direction. This gives an opportunity for students to study in areas which have heretofore been denied them in their undergraduate preparation due to the traditional restriction on the amount of credit in electives.
3. Research. This is generally recognized as being one of the

unique characteristics of graduate study. This presents an opportunity to the student to develop new research tools for his independent investigation. This research concept of graduate study should be interpreted to mean the developing of abilities to consume or to read intelligently what has been done by others in the research field as well as in the developing of abilities to carry on independent investigation on one's own account.

4. The ability to do independent thinking, which may or may not be represented by the completion of a thesis. Since the instruction and the experience of a graduate student is individualized to a greater extent than is possible in the undergraduate program, there is a need for a well-planned program of counseling and guidance. Some question was raised as to the desirability of the usual requirement for a thesis for either of the master's degrees. It was suggested that the reason that many institutions have dropped the requirement of a thesis for these degrees has been an expedient due to the large numbers of students in relation to the number of graduate faculty members. It was pointed out that the prosecution of research requires a great amount of individual counseling and guidance on the part of staff members and many institutions do not have staff members in sufficient numbers who have the necessary preparation to carry on this program. The question of the language requirement came in for a considerable amount of discussion and it was pointed out that a committee on graduate study of the Association of American Universities has made a recommendation for the continuation of this requirement for the doctorate. Reference was also made to a recent study by Hollis on "Improving the Ph.D. programs" under the sponsorship of the American Council on Education.
5. Specialization. Graduate study gives an opportunity for the student to continue his work in areas of especial interest. Institutions vary considerably in the amount of work required in the graduate major.
6. An opportunity to sense and apply relationships between the various areas of knowledge and human experience. While many undergraduate programs under the present plan of organization handle the various areas of human knowledge and experience as discrete subjects, the attempt is made on the part of many graduate schools to provide opportunities for graduate students to synthesize these various areas into a whole.
7. A greater amount of individualized instruction. Since the enrollment in the graduate schools is relatively smaller than in the undergraduate programs it is possible for a greater amount of relationships and personal contacts between the professors and the students.
8. The time is limited to one academic year beyond the bachelor's degree. Most institutions require the equivalent of thirty weeks of residence beyond the baccalaureate degree in order to meet

the requirement for either of the master's degrees.

The question was then raised as to how the preparation of men and women for the doctorate differs from the master's program? The program leading to the doctorate generally includes more of the same offering which is provided for the master's degree but there are some unique characteristics of the doctorate as follows:

1. It was suggested that this program leading to the doctorate should offer an opportunity for the student to be "broadened" and "sharpened."
2. Maturation is important in the doctorate program inasmuch as students pursuing the doctorate program are usually several years older than the person who begins his work toward the master's degree. It is the exception rather than the rule that students continue uninterruptedly their study from the bachelor's to the doctor's degree.
3. The program for the doctorate is sometimes considered to be a more leisurely program than that which is confined to thirty weeks of study for the master's degree.
4. Even greater opportunity is given for individual investigation and independent study for the doctorate. The introduction of "reading courses" in some institutions is evidence of the independent work which is expected now of the students pursuing the doctorate.
5. The time required beyond the baccalaureate degree is generally three years.

In some institutions, such as Indiana University, there has been introduced a new degree which is intermediary between the master's and the doctorate. The title or degree conferred is the "Director of Physical Education," "Director of Health Education," and "Director of Recreation." The formal class work and research on a practical project which is required is built around a specific job which is being carried on by the candidate. Some question was raised as to the desirability of this new degree.

The question of "what areas of specialization should be offered in the graduate curriculum leading to the master's degree?" evoked considerable discussion. It was pointed out that in many institutions the graduate program is divided into the three major fields of (1) Health Education (including Safety Education), (2) Physical Education, which includes the Dance, Adaptive or Corrective Physical Education, Aquatics, Athletics, and the like, and (3) Recreation, which includes Community Recreation, Industrial Recreation, private agency work and the like. It was pointed out that within each of these main areas there is a field of specialization, such as Administration, Supervision, Teaching, and Research. In some institutions there is an opportunity for specialization at an age level, such as childhood, adolescent, and adult. Some institutions make it possible for a major to be taken in

Health and Physical Education which offers a combination of these two fields. There was considerable discussion as to the desirability of all institutions providing specialization in each of these fields.

Time did not permit an exhaustive discussion of this topic on the content of the course requirements leading to the master's or doctor's degree, but it was generally agreed that for all graduate degrees some formal course work should be included in the following fields: (1) Administration and Supervision, (2) Principles and Philosophy, (3) Measurement or Evaluation, (4) Professional Education, and (5) Psychology. It was suggested that there is probably need for a number of other specific courses to be required for candidates for all master's and doctor's degrees.

Time did not permit the discussion of the fourth question concerned with the specific requirements which should be listed for both the master's degree and the doctorate.

The active participation of those attending this session was evidence of the excellence of the program. It was agreed that this meeting was intended to provoke thought and discussion rather than to attempt any complete answer to the problems stated. It was recommended that the topic be continued at a later meeting of the Association.

THE FIVE-YEAR PLAN OF THE SCHOOL OF EDUCATION THE UNIVERSITY OF PENNSYLVANIA

William F. Meredith
University of Pennsylvania

The five-year plan of the School of Education of the University of Pennsylvania was inaugurated in 1933. Although several other colleges and universities had adopted similar plans prior to this time the five-year plan at Pennsylvania arose independently of any of them, growing out of a felt need for the better preparation of teachers.

Prior to 1933 the School of Education was the only division of the University in which it was possible for women to enter regularly organized day time classes leading to a degree. For this reason there were many young women enrolled who had no intention of becoming teachers. The resulting problem of educating groups thus differing so widely in purposes and interests created a serious situation. At the suggestion of the School of Education the Trustees solved one part of the problem by creating a four year liberal arts college for women.

The other aspect of the problem, and that of far greater import to the preparation of teachers, grew out of several factors. Among these may be mentioned the rapid advancement in requirements for the certification of teachers which in several states had already set the requirements for high school teachers at one year beyond college graduation. Moreover, the traditional program under which the School of Education was operating resulted in inadequate preparation of almost all students in basic subject matter, and the introduction of professional courses too early in the program. In addition to this the traditional organization of professional courses and the practice-teaching proved ineffective.[1]

In an effort to provide higher specialization in the field of major interest and more exhaustive work in the field of general education the present plan was begun in March, 1933. The following general features still in operation were established: (1) The degree of B.S. in Education is given on completion of the senior year. (2) Certification cannot be attained until the end of the fifth or graduate year. (3) Little professional work except the orientation course is taken before the junior year. (4) The supervised teaching, taken only during the fifth year, is enlarged and provides for fulltime work for a half year. (5) The work of the last year with the exception of the supervised student teaching, is largely or wholly on the graduate level and many

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1. Jones, A. J. and Reller, T. L. "The Five-Year Program for the Training of Teachers at the University of Pennsylvania" *Educational Outlook*, Vol. XVI, No. 3. March, 1942, P. 132.

students complete the requirements for the M. S. in Education at the end of this year or with an additional summer term.

Students are admitted to the School of Education by the Director of Admissions of the University upon the recommendation of the Personnel Committee of the School. The selection of students is based upon academic standing, intellectual ability, personal characteristics, and health status. Efforts are made to select those students who show promise of developing into successful teachers or workers in related fields.

While academic standing and scholastic attainment are required for admission, the Personnel Committee takes into consideration the entire experience of the candidate, including secondary school records, travel, and outstanding service.

For several years following the inception of the plan students desiring to become teachers entered the College for Women, the College for Men, or the School of Fine Arts (majors in music or art), spending two years in one of these schools. For administrative reasons this plan was discontinued in 1943 but the courses of the first two years remain as before largely in the fields of the basic sciences, English and social studies. The Secretary of the Personnel Committee presents information to the Personnel Committee concerning each of those who have applied for admission. In addition, a personality rating of each student growing out of interviews by the Dean and the Secretary, respectively, is received for each student. In cases where it is deemed desirable, the candidate may present himself before the Personnel Committee, in order that the committee as a whole may have a better basis for rendering a decision. Following a consideration of all available facts concerning each applicant, the Personnel Committee selects those whom it believes reveal definite promise in educational work and recommends them to the Director of Admissions for admission to the School of Education.

On entering the student must slect a field for specialization, such as English, Mathematics, Elementary Education, Music Education, Health and Physical Education. This choice must be approved by the department in which the major work will lie. In making this decision in the case of the student majoring in health and physical education the department is guided by the student's record of participation in secondary school, his skill in activities, interest and enthusiasm, personality, and health status.

Despite the fact that careful selection is made at the time of admission to the School of Education, it is a fundamental of the plan that selection should go on throughout the entire period during which the student is pursuing the work. At the end of the fourth year, for example, at which time the degree of Bachelor of Science, in Education is granted, students do not automatically move into the fifth year, but are admitted thereto only after consideration by the Personnel Committee. Although some students are rejected at this time it should be noted that to date in most cases it has not been necessary to refuse admission to the fifth year.

In the fifth year the students are divided into two groups. Those in the first group do their student teaching the first semester and at the same time carry one or two graduate courses on the campus, obviously in the late afternoon or evening. During the second term they carry a full-time graduate program (normally twelve semester credits). Of the graduate work taken in the fifth year at least eight semester credits are in the major field, the remainder being in general education. The students in the second group have their program reversed from the first, taking a full-time graduate program during the first semester and having their student-teaching the second.

One of the outstanding features of this program is the conditions under which the supervised student-teaching takes place. The student reports to the school to which he has been assigned before the term opens and assists the faculty in preparing for the opening of school. When school opens he has, in fact, already become an active member of the faculty participating extensively in its activities. He spends the full day each day for a half year at the school. He is given responsibility not only for teaching in his field, but also for the general activities and varied student programs which exist in his school, always under the supervision of one of the members of the teaching staff of the school.

The student major in health and physical education in accordance with the above general plan carries the curriculum as follows: freshman year, English, eight semester credits, foreign language, six semester credits, science, six semester credits, education orientation, two semester credits, physical education activities, four semester credits, and six credits elective; sophomore year, English, six semester credits, social studies, six semester credits, psychology, six semester credits, science, four semester credits, education, four semester credits, physical and health education theory, four semester credits, and activities, four semester credits; junior year, educational psychology, three semester credits, physical and health education theory, twelve semester credits, activities, six semester credits, and elective, fifteen semester credits; senior year, education, eight semester credits, physical and health education theory, twelve semester credits, activities, four semester credits, and elective, eight semester credits; fifth year, supervised student-teaching, ten semester credits, education, six, semester credits, physical and health education, eight semester credits including courses in mental hygiene, methods in physical and health education, and corrective physical education. As stated before with the exception of the supervised student-teaching all work of the fifth year is graduate and may apply toward the degree of Master of Science in Education.

The supervised student-teaching of the major in health and physical education may include conducting courses in health education, physical education, study hall duty, and in many cases the coaching of athletics and the promotion of recreational activities.

In order to evaluate the courses and make essential adjustments

to improve them in the light of experience and changing conditions, a committee was appointed for each course. It is the function of each committee periodically to meet and consider steps for the improvement of the work. "The plan now in operation calls for a constant checking up on the degree of attainment of the established objectives and a constant revision of objectives and courses. The following points represent a disinterested account of what the program is accomplishing: (1) Only those who give promise of becoming successful in the teaching profession complete the five year plan and become eligible for certification. (2) The students graduated are superior in intelligence, personality, and attitude toward teaching. Their ability has been shown in comprehensive examinations which all candidates take for the degree of Master of Science in Education at the University of Pennsylvania. They have consistantly over a period of years, achieved well in this examination. In fact it is unusual for any of them to fall below the median. It should be kept in mind that many of the others who have taken this examination are principals, superintendents, and teachers of considerable experience and ability. (3) The graduates are well-grounded in subject matter basic to the area in which they are certificated to teach. (4) The graduates adapt themselves with great facility to the school in which they begin to teach and take responsibility for various aspects of the program. (5) The introduction of the Five-Year Plan has led to an alteration in the offering of the School of Education so that no individual can meet the requirements for certification to teach as the result of the work done at the University of Pennsylvania unless he meets the Five-Year Plan standards. Thus, the all too-frequent practice in the past of taking a few courses which could hardly be called planned program of teacher education has been eliminated. (6) In emphasizing the attainment of objectives rather than the completion of courses, the plan has had a desirable effect in many departments of the University. It has led them to define objectives carefully and through examination determine the degree of attainment of these objectives. The college program of study of each student is then formulated in light of attainment instead of requiring that all students take the same courses."[2]

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2. Jones, A. J. and Reller, T. L. "The Five-Year Program for the Training of Teachers at the University of Pennsylvania." *Educational Outlook*, Volume XVI, Number 3, March, 1942, p. 136-137.

JOINT SESSION
WITH THE
SMALL COLLEGE GROUP

The meeting of the Small College Group of the National Collegiate Athletic Association convened at two-fifteen o'clock at the Hotel New Yorker on January 7, 1947, Dr. J. H. Nichols, Oberlin College, presiding.

CHAIRMAN NICHOLS: Our group this afternoon includes the College Physical Education Association and the Small College N.C.A.A. group. We are also in a joint session in a sense with the Liberal Arts College group which agreed last year to join with the Small College group of the N.C.A.A. in their discussions.

We are going to start off on a problem which the College Physical Education Association has suggested--"Plans for Extending Intercollegiate Athletic Competition."

Mr. Frederick Martin of Wesleyan University represents an institution that has been one of the foremost in the country in its stand for a fine all-around, integrated program in physical education and intramural athletics.

They have experimented in many fields and are experimenting now, as I understand it, in the field of extending and broadening out intercollegiate athletic opportunities. At this time, I will introduce Fred who will speak on that topic. Mr. Martin!

MR. J. F. MARTIN [Wesleyan University]: Thank you. Gentlemen, in an attempt to avoid theoretical discussion, I am going to give you just a few steps that we found necessary in planning an expanded athletic program.

Back in the winter of 1945, Dr. Butterfield, our President, got permission to appoint a seven-man Faculty Committee to study our physical education and intercollegiate athletic program.

That Committee was sold on the idea that it would be necessary to have a recreation period from four to six, which time could be used to carry on such a program. That had to be approved by the Administration Committee, by the faculty as a whole.

At the present time, we have a recreation period from four to six, cleared of all classes. There are four laboratories that run through, some of them till six o'clock, but it is a great improvement over what we had previous to the war.

In the beginning of the fall, members of the staff who spoke at rallies, smokers, freshmen fundamental dinners, et ectera, worked into their talks the fact that every man in college who wanted to play on an athletic team would have the opportunity.

Schedules were set up. We didn't know whether we would have men enough for them, but we went ahead and scheduled games with outside opponents in preparation for such a program. These were publicized.

When the boys registered for physical education, every able boy was encouraged to take part and register for a team activity. Because of that, we had more men taking part in football, soccer, cross country, this year than have ever turned out in the history of the school.

During the first two weeks that we call the "shake-down" period, boys were looked over, given trials, or whatever method is used in sorting them over. They were placed in groups. No one was cut from a squad. The boys still say they are cut if they are not on a varsity squad, but we are trying to get away from that phrase, "cut." We rather say they were delegated or assigned to a group.

In all of these groups, there was a possibility of working up or down, except in the civilian freshman group. They were set because there wasn't much chance of working up very high because those groups were smaller than the others.

We thought at first that the staff was going to be very expensive. In addition to the five regular members of our staff, we were able to get the assistance of a young lawyer graduate who was just setting up practice in the town.

Another veteran who wanted some experience is working right through the year with us. We had a veteran who tried to make the varsity team, but because of certain war injuries, could not stand the workout. He made us an excellent backfield coach for one of our groups.

Two professors, one a history professor, and the other a professor of religion, are today doing a very nice job of coaching.

At the present time, we have two additional veterans who have finished their competition. They are working with us just to get the experience necessary to be better teacher-coaches when they graduate.

The interest was amazing to us. These boys who started out because they were put down into one of these lower groups were not discouraged. Several of them worked up. For instance, in the middle of the season, we had five serious injuries, serious as far as the group is concerned.

Five men were moved up from the junior varsity to our varsity team. It was kind of discouraging to the coaches of, we will say, minor teams lower down, but it was a very healthy situation for the group as a whole, because they knew that there was a chance to work up.

The Department has found that these boys will stay out through the season if you provide a play area or a practice area. The play area does not have to be an entire field, just a portion of a field set aside for their meeting place. Your fields are then scheduled for competition.

Your boys will turn out provided that you have: one, a recreation period; two, a practice or play area; and three, a coach or coaches, and they have to be qualified to a certain extent. They don't have to be men that you would pick out as varsity coaches, but they must be men who will take direction from your varsity coach or supervisor. Fourth is a schedule with outside opponents. That holds their interest.

That is not as expensive a proposition as we thought it would be. It is very interesting to see how it will hold your boys right through the season.

This example will give you an idea of what is going on right now at our institution. The varsity coach is keeping a squad of twenty-seven only in basketball. He has a varsity squad which will play his varsity games and the junior varsity.

His freshman group consists of thirty-four. One of the veterans is running a "B" reserve. There are thirty-one men on that squad. They played their first game just before Christmas, and I never saw such a bunch of kids so tickled when they won their first game. I anticipate that those boys will stay right through to March just because they have these games to look forward to.

Thank you.

CHAIRMAN NICHOLS: Our plan is to open this for discussion to the group. We would like to hear, as Fred said, from any of you who have had experiences in this along these lines. We would like to know what some of you are doing and what you think can be done in expanding the athletic opportunity.

Mr. Morrell, would you be willing to say just a word of what you have done in football in connection with your football work for a good many years?

MR. MORRELL [Bowdoin College]: For a few years before the war, we had fairly good teams, and we think we had them because we had pretty good coaching and because we had four teams playing football right along.

We had a varsity team playing seven or eight games. We had a junior varsity team playing five or six games with schools. We had a Freshmen A. Team playing school games, and we had a Freshman B. Team playing high schools in the near vicinity. We had between one hundred-fifty and one hundred-sixty men playing football every year.

CHAIRMAN NICHOLS: How many are in your institution?

MR. MORRELL: Normally about six hundred. They stayed out because we gave them a chance to play. I think that is the answer to it. We had good practice fields and all, but until we gave them schedules to play outside competition, we weren't able to interest them in staying out. We let any boy who wanted to play football come on over, and we assured them all that if they came they would have a chance to play in competition. We could say at any one time in college that at least half the boys had played football. A lot of them hadn't intended to play again, but they got a big kick out of it.

I firmly believe that when we talk of spreading the benefits of athletic competition, we mean not the benefits from intramural competition, but the benefits from intercollegiate or outside competition. That is what the boys want.

When the intramural team gets good, they demand competition from an outside competitor. That is the main thing all these kids are after. The main way to spread the benefits is by letting them get enough teams on the outside to play.

We try to have on all of our teams at least a junior varsity.

MR. LIVINGSTON [Denison University]: I would like to ask the gentleman who just spoke about the financing of a program of this kind. Does it include the activity books or does the college set aside so much money? Also, I would like to ask your method of awards. Do you give these boys letters or sweaters on the second or third or fourth team?

MR. MORRELL: I know that our football budget compares favorably with any of the surrounding colleges on the outside. It costs almost nothing to have competition with schools.

We give letters and sweaters to the varsity team. You might give a pin or a sweater the first time he makes a letter. We give no letter to the men who play freshman A. and B. football. The cost of that is a few hundred dollars, no more than that.

CHAIRMAN NICHOLS: President Thurston Davies whom we have with us here has to get away at a certain time, and I know a great many of you are tremendously interested in what he has to say.

I don't suppose that the Small College Group, in all the years of the N.C.A.A.--and I have been attending them since 1916--has ever had a more loyal supporter than President Davies. Dr. Davies, himself, was an athlete when he went to Princeton. For many years, he has been very much interested and very influential in our meetings and very helpful. If we had more presidents of his type, I am sure our athletics would move far along in the right paths. We are very, very happy to have him here with us today to say a word. He is going to discuss our practical problems. He knows them [Applause]

MR. THURSTON DAVIES [Colorado College]: I was very much shocked when I came here and found myself on the program as a speaker because I understood that I was just to sort of wander around and mention a few problems that all of us face in small colleges for five or ten minutes, and perhaps to introduce the discussion.

The discussion certainly doesn't need to stop after I finish speaking, because the things that I am going to say are all along the same line.

It seems to me that when we, as small college representatives, go into a reconversion period, we ought to think of ourselves athletically and, from the standpoint of physical education, as small colleges.

It seems to me that our approach in athletics has got to be geared to the small college idea in exactly the same way that our academic programs are geared to a certain tempo which goes with a small college.

It has been interesting to me to see that the discussion here has been along lines which I think interest all small colleges. For example, Mr. Houston mentioned the space facilities. We are using the center of our campus for intramural sports. As I look over that campus, I will sacrifice just the least little bit of beauty in the smooth lawns of our campus quadrangle for the sake of seeing three or four intramural sports going on at the same time.

It seems that if we haven't got enough space--and I think that is true of practically all of us--that the only thing for us to do is to say that these outdoor activities are important enough for us to put part of our regular campus into operation for them. As I say, I would very much like to be able to walk acress that campus and see part of it which formerly, in effect, had signs saying, "Keep off the Grass," being used by undergraduates for a very worthwhile purpose.

It seems to me that, just as we think we are proud of ourselves as small colleges, and just as we think we can point the way in certain fields of academic or more real approaches to the student in, perhaps, giving him a little more of the feeling that he is an individual, that should be carried directly into our athletic programs. We should point the way in one specific direction right now. I don't think that any of the small colleges represented here have any difficulty at all in living up to the Code that will be proposed at tomorrow's business meeting. I think all of us have followed that--for years, anyway. I have yet to find a small college which has the facilities to do any great amount of subsidization. I have heard a lot of charges about that, but I have never heard many of them substantiated about small colleges.

On the other hand, I think we can broaden out a little bit and give a little bit different perspective to intercollegiate competition, and let me illustrate two things here. I think that our faculties, generally speaking, are completely opposed to intersectional competition. Ask them why they are opposed to it, and they say, "Oh, well, we have got colleges right close by that have students of our own type."

Well, I am getting a little bit tired of hearing the necessity for this close association with students of our own type. We tried about six years ago two intersectional competitions. One year we go east to play Grinnell, and Occidental comes to Colorado to play us. The next year it is reversed, so that each year we give the boys a trip. With transportation getting faster and faster, the time element doesn't enter. There are planes going to New York in perhaps five-and-a-half or six hours. What we have found is that the men themselves on the squads get a very big thrill out of visiting parts of the country, seeing what a college in another section is like, seeing what another region is like, and it is amazing to see, when we go somewhere else to play an intersectional game, or if another team comes to us, how few of the boys know anything much about any section of the country except that in which we live.

I think that one of the things we should be thinking about in this reconversion period is a sound intersectional arrangement with certain types of teams in our own classes.

There is another side to that. When our men come out to play a game or another college comes to visit us, we don't wrap the boys up in wool because they are going to play before sixty thousand spectators. They are all tensed up. I think they play just as hard a ball game, but they approach it from a different standpoint. There is an entertainment idea there. The undergraduates in both institutions spend all

their time, except the game time, in trying to show the visiting team that they are guests, and there we are getting back to what I think is pretty much a fundamental in athletics, and it is something that we have, in a good many cases, lost pretty largely, because I can remember an invitation that we had in the Athletic Office at Princeton from the members of the Yale Class of 1879 to play a game of baseball with members of the Princeton Class of 1879. I suspect that the men on both teams who played that game always had a very friendly feeling. I am not saying at all that that feeling doesn't exist in different types of competition, but we are particularly fortunate in being able to make a friendly competition out of the things that we do.

Another illustration of that is that we have been playing some hockey. We are talking about facilities now. Well, we are just shot with luck because we have an artificial rink practically handed to us on a silver platter. That is, the people who have it are so good to the college that we don't pay anything for practicing or anything like that.

As a result, during the Christmas holiday, we played Dartmouth two games, Yale one game, and Michigan two games. A lot of the undergraduate body stayed over for that week of the holidays, and the ones who lived in town all got together, and I think those teams had a very fine experience in coming out there. It is that type of thing that I think we ought to be thinking about if we are thinking in terms of intersectional competition.

The third factor that has been mentioned here several times is that you have got members of the faculty or of the administration helping in the coaching. In each case in which we are involved, the faculty member or administrative officer himself came up and asked if he could get out on the field and do something. In no instance has a single one of them asked to be relieved from any other duty to do it. They are going out there because they love sports. They have participated themselves in colleges that they went to on teams in those colleges, and it seems to me that with this close-knit administration, we can do a very effective job with our youngsters who are playing, particularly on our intercollegiate teams. As a matter of fact, I feel that very deeply because in our experience, at any rate--and I suspect in the experience of most of you--these athletes have more problems than just one. If they are in a close-knit academic community, we find many of them can have their problems solved simply because it is a simple matter for them to get help and advice from the administrative officers.

Of course, I am very much in favor of intramural sports. The question comes up about financing intramural sports, and to some extent, intercollegiate sports. Now, I don't know what the bookkeeping practices of most of your institutions are, but it seems to me that when a small college is making up a budget, it can never be even nearly sure of its receipts.

I was talking last night to the Director of Athletics in one of the big colleges and he told me that they sold season tickets for three-fifths

of their stadium, and they limited it to that because they didn't know what might happen as far as demand from alumni and others was concerned. Even then, they had a terrific gripe from their alumni because they couldn't get seats to the game, and I understand that their stadium seats over sixty thousand people.

Our colleges aren't in any such position as that, and if people drawing up the budgets in your small colleges think that you can give them any fair or sound estimate as to what kind of an income budget they are going to have, they are going to be considered crazy. It can't be done.

Now, if you can get across the idea to the administration and the trustees that the expenditures for athletics and physical education are just as formal expenditures as those for any other part of college life and should be so classified in the expenditure budget, then some sort of a guess that you can make on what kind of contribution from the gate receipts will be made to the budget on the income side would be the way to approach the problem, and it is the only way I know to approach it. Otherwise, you are always under pressure to schedule teams that you don't want to schedule. Or else they will say, "Oh, just take two games with big opponents so that you will come out on it."

You are under all sorts of pressures to get a high-powered team. There are any number of those pressures that come in unless the standard is clearly established in budget procedure; that the athletics and physical education programs rate certain expenditures, and it seems to me that with the importance that athletics and physical education hold in college life, if we really believe that they are integral parts of college life, you, as athletic people, are justified in having them considered in the budget as other expenses of college life are.

I venture to say, and I mean this only as a personal guess, that if you asked your undergraduate body how much of their tuition fee, which is, let us say, $350, they think could fairly go to their physical well-being and to the outlet for their competitive instincts, I will guarantee you almost that you would get a very great surprise. You wouldn't, perhaps, but some of the administrations of the institutions and the boards of trustees in institutions would get a very great surprise.

If physical education and athletics are worth enough to have all other academic activities cut off at four o'clock in the afternoon so that from four to six they can have full play, it would seem to me that it is quite logical to assume that they belong and should have a place in the expense budget of any institution.

I would like to make one other comment on that, and it goes back to intramural programs. I think it is perfectly clear that it is harder to interest as great a proportion of men undergraduates in intramural activity than it was before the war. It is perfectly natural. A lot of them are married and they have to do some of the household chores. They all practically have to have jobs, so that their time is taken up there. I think that one of the things that the war has shown is a

distinct move toward athletics, and we might say, the functional type.

Of course, we are fortunate in several different ways. We can do mountain climbing. We can do hiking, horseback riding, but we have noticed a very distinct swing toward that type of activity. Now, every college might not have all of those particular things, but I think a careful search would show facilities for activity or activities that have not heretofore been part of a normal intramural program which must be of use.

I will admit that at some points the extended programs and the coeducational and corecreation programs frighten me more than anything else. When you send home pictures of these nineteen-year-old girls climbing rocks with ropes, I shudder just a little bit.

I still think that there is a field for an extension of our intramural programs to things that we haven't considered before.

Finally, I think that one of the things that has disturbed me is the tendency of a few small colleges to go out and try to develop teams which do not fairly represent them as colleges. I say that in all sincerity because it seems to me that we, as small colleges, ought to stick to our knitting. We have got a fine program. We have fine programs developed. We pretty largely know what we want to do, and I have never yet seen a case of a small college, which went in for the big time, particularly in football, stay with it for any period of time.

I can say this also: I have never seen a small college which went out and tried to make big time in football not suffer in the eyes of the academic world for trying to do it. I don't care what the size of the college is. We are all going to have the guy that says, "Let's go out and get it. Let's play such-and-such a college which has seven thousand students, ten thousand students, We can do it. We will raise the money for you."

Of course, the minute you get into that, you are inclined to get into a situation where such support, even if you wanted it, would last about two or three years, and after you have lost about two or three games, it would vanish miraculously, and then your whole administrative staff would be living under the burden of trying to live up to something which you didn't want or need in the first place.

There are so many people who will not admit the limit to gate receipts for small colleges. We are in a city of between forty and fifty thousand people. If we get a crowd of four thousand out, we have gotten ten per cent of the population to watch a game. It seems to me that if we try to say, "If we can get a good team, we can get ten thousand people," we are just kidding ourselves. It is never there. It never has been there.

One of the things we are thinking about is the resistance of the pressure that is on us to go out and do things which we don't want to do. We know these things are unsound. We know the support for them is vociferous. They just don't belong in small colleges.

I think that as we get back into our normal stride and get some of these problems existing now solved, small colleges will go back,

generally speaking, to a very high type of athletic program, the type of athletic program which can lead the way in all athletic programs throughout the country.[Applause]

COMMITTEE ON CURRICULUM RESEARCH

The College Physical Education Association
1946 Annual Report

W. R. LaPorte, *General Chairman*
University of Southern California

This constitutes the 19th annual report of the Committee on Curriculum Research which has been functioning continuously since its first appointment is 1928. Unfortunately, the war years have seriously hampered work by the several sub-committee chairmen, and it has been impossible to carry on very extensive projects. The past year has also been heavily loaded for everyone with post-war readjustments, so that research work again has had to take second place. The general chairman, however, has carried on several surveys and score card studies, one or two of which are availalbe for reporting and will be included herewith. The Chairman of sub-committee V also offers a brief report.

CAMPING SCORE CARDS

In last year's committee report, reference was made to a research study in progress by Mr. Gilbert Magida, a graduate student at the University of Southern California. This study involved the formulation of a score card for evaluating the Health, Sanitation, and Safety Aspects of Organized Camps. Leading camp experts throughout the country participated in the project and the resulting score card should be reasonably authoritative. The application of these standards to organized camps should do much to protect the health and safety of campers.

The score card is presented herewith in its present form. Suggestions for improvement will be welcomed by Magida or by the Chairman of this committee.

A SCORE CARD FOR EVALUATING THE HEALTH, SANITATION AND SAFETY ASPECTS OF ORGANIZED CAMPS

Name of camp . . . . . Location . . . . . .

Type of camp . . . . . Director . . . . . .

Rating for season . . . . . Number of campers . . . . Date . . .

Score Card Summary	Maximum Score	Total Score
I. Camp Site	15	
II. Kitchen and Dining Room	66	
III. Sleeping Quarters	18	
IV. Latrine and Wash House	18	
V. Fire Protection	24	
VI. Water Supply	18	
VII. Waterfront	54	
VIII. Medical Department	42	
IX. Campers	24	
X. Staff	21	

Total Maximum Score 300 Total

Actual _____

_____

Percentage Score (Actual ÷ 3) = _____

TO THE CAMP DIRECTOR

Purpose of the score card. This score card is to help evaluate the health, sanitation and safety aspects of your camp. Regardless of the type of camp, i.e., long term, short term, boys' or girls', this score card can be used, as it is flexible enough to apply to all types of camps.

An outsider, or some other impartial person should assist you in scoring your camp to get as objective a score as possible.

If the camp does not have such equipment as a rifle range or an archery range, score three on this standard, and any other similar ones. Thus, your score will not be lowered unfairly. The same process applies to short term camps. For example, certain items, such as the standard which requires that bi-monthly weight recordings be kept, obviously cannot be met by short term camps.

Method of scoring. All items, unless otherwise specified, are scored as follows: three points are allowed if the standard is fully met; two points if the standard is two-thirds met; and one point when the standard is one-third met. If the standard is not met at all, the score is zero.

Using the maximum scores listed on the preceding page as a comparison with your total score, you can easily judge the areas where camp needs improvement.

Starred standards. A few changes or additions were made on the recommendation of a minority of the jury. Standards changed or added as suggested by a minority, were starred (*), to indicate subjectivity.

I. Camp Site (Maximum Score 15)

1. The camp is located on high ground, or on an absorbent subsoil, or equipped with an adequate drainage system. Score____
2. All areas of the camp are inspected for hazards (poison oak, loose boards, etc.,) prior to the arrival of campers, and at frequent intervals thereafter. Score____
3. The camp is well protected from nearby roads, and all driveways are posted with warning signs. Score____
4. Levelled playing space is available for games. Score____
5. Rifle and archery ranges are designed to insure safety. Score____

Total Score____

II. Dining Room and Kitchen (Maximum Score 66)

1. Dining room and kitchen are well lighted and ventilated, and have at least two outside exposures. Score____
2. Dining room and kitchen are screened, when necessary, and are well protected from rodents and insects. Score____
3. Dining room and kitchen are swept thoroughly after each meal, and scrubbed frequently. Score____
4. After each meal, the dining room tables are washed with hot soapy water, and rinsed. Score____
5. A minimum of ten square feet of floor space is allowed for each person using the dining room. Score____
6. Not more than ten persons eat at one table. Score____
7. Table height and seat are adjusted to fit the needs of the campers. Score____
8. All sinks are of metal, or are covered with galvanized iron, or composed of other non-rustable, impervious materials. Score____
9. Food work tables are of hard wood free of cracks, or of impervious materials. Eating tables are varnished. Score____
10. Facilities for storing or covering dishes, glassware and silverware between meals are provided. Cracked dishes, pottery and glassware are not used.* Score____

11. Dishes and eating utensils are washed in hot soapy water, and than rinsed in water not less than 180°F., or water containing a suitable disinfectant. Score____
12. Dishes, glassware and silverware are stacked in wire baskets and left to dry without wiping. If silverware is wiped, only clean, boiled towels are used for each dishwashing. Score____
13. All menus have been approved by a qualified dietician. Score____
14. Basic diet for each camper is: one quart of milk, two servings of fruit and two servings of green vegetables daily; four eggs per person weekly; one or two servings of meat or fish or cheese daily. Bread at every meal; one cereal a day; an adequate amount of sugar and butter; one quart of drinking water per day. Score____
15. All dairy products are bought from authorized dealers. Only pasteurized milk from tuberculin tested herds is used. If pasteurized milk is unobtainable, evaporated or powdered milk is used. Score____
16. Milk is delivered at 50°F., or less, and is kept at the same temperature, or below, until used. (Yes--3; No--0) Score____
17. All left-over foods are kept in non-poisonous, non-rustable covered containers. Milk returned from the table is used only for cooking purposes. Score____
18. Refrigerators or ice boxes are kept at 45°F., or less. (Yes--3; No--0) Score____
19. The storeroom is kept very cool, has adequate ventilation to avoid dampness, and is rat proofed. Score____
20. Garbage is kept in fly proofed cans with tight lids. Garbage cans are cleaned daily, and are placed on raised cement (or other non-absorbent) platforms. Score____
21. Garbage and waste paper are disposed of daily by methods recommended by board of health. Score____
22. Horses, pigs and other animals are quartered not less than five hundred feet from the dining room and kitchen. Score____

Total Score____

III. Sleeping Quarters (Maximum Score 18)

1. Each sleeping room has window space equal to one-eighth the floor area. Windows, which are screened, when necessary, have glass, canvas or shutters for protection from inclement weather. Score____
2. No more than ten persons sleep in any tent, cabin or room. Score____
3. Floors are eighteen inches off the ground, except when made of cement. Score____
4. Beds alternate head with feet, and are separated from each other by three feet. Score____
5. Sturdy beds, meeting individual needs are used. (Single cots used--3; double deck bunks--1) Score____
6. Beds and mattresses are aired out of doors once every two weeks. Bedding is changed once a week, and aired twice weekly. Score____

IV. Latrine and Wash House (Maximum Score 18)

1. Latrines are somewhat isolated, and yet not more than one hundred-fifty feet from sleeping quarters. Paths leading to them are unobstructed. Score____
2. Latrines are fly proof and are scrubbed daily. Seats, boards, urinals and floors are scrubbed daily with hot soapy water, or a suitable disinfectant. Score____
3. Latrines are equipped with hand washing facilities and liquid or powdered soap. When wash basins are used, they are scrubbed daily. Score____
4. One toilet seat is provided for (a) every ten girls, and (b) every twelve boys. Maintenance staff have separate latrines, as do visitors. Score____
5. Partitions are twelve inches off the floor, and supports are of impervious material. Score____
6. Flush toilets, chemical toilets or pit privies are constructed according to requirements set up by the board of health. Score____

Total Score____

V. Fire Protection (Maximum Score 24)

1. Campers and staff members are instructed in procedures to follow in case of fire. A fire alarm system and fire brigade are organized. Score____
2. Each building has at least one extinguisher and is within twenty-five feet of outside hose connections, with an adequate amount of hose. If

such equipment is not possible, oil drums filled with water, and buckets, plus sand boxes are close to each building. Score____

3. Underwriter-approved fire extinguishers, switches, wires and other electrical appliances are used and inspected regularly. Score____
4. Camp cars, trucks and motorboats carry pump action vaporizing liquid extinguishers. Score____
5. High tension wires are located in isolated areas. Score____
6. Gasoline and kerosene are kept under lock and key at a storage place away from buildings, and distributed only by an authorized person.* Gasoline cans are painted red and meet the requirements of local fire control laws. Score____
7. Campers are instructed in risks of lightning. Where appropriate, lightning rods are on enough large buildings to house all campers during severe storms.* Score____
8. Loose matches are kept in tin boxes. Only authorized persons have access to matches, oil lanterns and lamps.* Score____

Total Score____

VI. Water Supply (Maximum Score 18)

1. Drinking water is analyzed by the board of health prior to the opening of the camp, and every second week thereafter. Score____
2. Wells or springs are located and constructed to preclude their pollution by seepage or drainage from any source.* Score____
3. Sufficient drinking fountains are on all areas of the camp. Common drinking cups are prohibited. Score____
4. Fifty gallons of water per person per day are available when flush toilets are in use. Score____
5. Underground sewage and waste disposal systems are located at least one hundred feet away from the water supply for drinking and washing purposes, and are checked checked regularly. Score____
6. Showers of hot and cold running water are provided, with one shower head for every fifteen persons. Score____

Total Score____

VII. Waterfront (Maximum Score 54)

1. Person in charge of swimming and boating is a qualified Red Cross Water Safety Instructor, or its equivalent. Score____
2. Rules governing swimming and boating are plainly posted. Equipment such as ring buoys, heaving lines, grappling irons and poles are placed, ready for use, at the swimming area. Score____
3. A properly equipped boat is specified and used for patrolling and life saving purposes only. Score____
4. One life guard is on duty for every ten swimmers. Score____
5. Distance swimmers are accompanied by a boat carrying a Red Cross Senior Life Saver, or equivalent, and an experienced oarsman. Score____
6. No swimming is permitted until one and one-half hours after meals. Score____
7. Swimming periods are no more than thirty minutes in length. Score____
8. Bottom of the swimming area has gentle slope, no holes or sudden drops, no logs, glass, rocks or other hazards. Score____
9. Campers and staff members are classified as to swimming ability and restricted to specific, clearly marked areas in the water. Score____
10. "Buddy system" is used to check on swimmers. Score____
11. Diving boards and platforms are covered with cocoa matting, or its equivalent; are placed on firm rigid structures, and put together with galvanized iron bolts. In case of two platforms, points of entry into the water are ten feet apart. Score____
12. A water depth of eight feet is provided for diving boards up to three feet in height; ten feet of water for boards ten feet high. No boards are higher than ten feet. Score____
13. Row boats have capacity designated on each boat. Score____
14. No boats go out unless two-thirds of the occupants are swimmers, each non-swimmer being accompanied by a Senior Life Guard. No boats go out unless accompanied by a counselor. Score____
15. Instruction is given on handling boats and canoes. Only swimmers passing a rigid swimming and boating test are allowed to use canoes and sail boats. Score____

16. Floats and docks are cross planked, laid with open seams and are covered with canvas, cocoa matting, or its equivalent, or painted. Ladders are supplied at frequent intervals. Score____
17. Equipment and apparatus are checked frequently for deterioration, and records are kept of all repairs. Score____
18. Swimming water is tested by the board of health prior to the arrival of the campers, and at frequent intervals thereafter. Score____

Total Score____

VIII. Medical Department (Maximum Score 42)

1. Campers and staff members have a thorough health examination within one week before arrival at camp, proof of which is submitted to camp nurse or doctor. Food handlers present statements showing freedom from communicable diseases. Score____
2. Campers are given a health inspection by the camp nurse or doctor on day of arrival and at frequent intervals during the season.
3. A graduate physician is on the camp staff. If only a nurse is present, a doctor is available within one hour. Score____
4. The infirmary is away from center of camp activities, and not too far from the kitchen.
5. The infirmary provides a first aid room, an isolation room, a bathroom, and sleeping quarters for the nurse or doctor. Score____
6. Arrangements are made for emergency hospitalization of campers. Parents are informed of such arrangements prior to the opening of the season. Score____
7. Beds in the infirmary are not closer than six feet from side to side and four feet from end to end.
8. All drugs are plainly marked and kept in locked cabinets. Score____
9. All campers' personally prescribed medicines are administered under supervision of the camp nurse or doctor.* Score____
10. First aid equipment is located at strategic camp points and administered only by competent camp persons. All out-of-camp groups are supplied with adequate first aid equipment. Score____

11. Instruction is given to all campers and staff members on safety and first aid procedures. Score____
12. Bi-minthly weight recordings are taken. Score____
13. Records are kept of each consultation made by the camp nurse or doctor. Written accident reports are kept. Score____
14. Telephone, and emergency transportation are available at all times. Score____

Total Score____

IX. Campers (Maximum Score 24)

1. Only those activities which are not emotionally or physically stimulating are conducted just prior to bedtime. Score____
2. Campers under the age of eleven years have a minimum of ten hours of sleep. Those over have a minimum of nine hours of sleep. In addition to the above, a daily one hour rest period is provided Score____
3. The camper's program is planned in accordance with the results of the health examination. Score____
4. Campers are checked daily as to cleanliness and health habits, and are continuously observed for indication of significant symptoms. Abnormalities, injuries, and accidents are immediately reported to the nurse or doctor. Score____
5. Campers are counselled and aided to prevent an overdose of sun. Score____
6. Counselors check on frequency of clothes changes of campers. Score____
7. A shower, tub bath, or swim is taken by each camper daily.* Score____
8. Food for individual campers from outside sources is discouraged. Score____

Total Score____

X. Staff (Maximum Score 21)

1. The counselor's free time consists of a weekly period of twenty-four consecutive hours. In addition, two free hours daily are arranged. Score____
2. Staff members have a staff room, tent or cabin for their use only. Score____

3. All camp activities are supervised by mature, responsible and efficient counselors. Score____
4. Riflery instructor is qualified by the National Riflery Association, or its equivalent, and is in charge of all fire arms in camp. Only twenty-two caliber, single shot, bolt action guns are used. Score____
5. The ratio of campers to counselors is no more than eight to one. Score____
6. Only officially designated and licensed persons handle vehicles. Score____
7. Kitchen staff have separate quarters, as does the maintenance staff. Score____

Total Score____

Post-War College Programs

The general Chairman has also carried on with the aid of his departmental staff an extensive research in the effort to determine a suitable post-war physical education program at the college level that would retain some of the most significant values of the typical wartime program and yet be adaptable to peacetime conditions, and in conformity with contemporary educational philosophy.

The common practice at the college level for many years has been to specify so many units of required activity, usually at the freshman and sophomore level. In too many cases this has become primarily a time-serving or unit-getting requirement.

The new program at the University of Southern California which was put in operation September, 1946, eliminates the time-serving element and makes the requirement strictly functional. The student who meets minimum standards of performance skills may be released from further requirement at any time. This might occur when he first enters the University as a freshman, if he already has such advanced accomplishment. Specific tests are provided in each of three fields which a student may elect to take whenever he feels he is sufficiently proficient to pass. On passing these tests he may then elect to take advanced courses or waive further activity entirely if he prefers.

The tests are based on the assumption that the student should be skilled in three areas: No. 1. Ability to handle his body effectively on land; 2. Ability to handle his body effectively in the water; 3. Ability to participate in a number of recreational carry-over types of sports. Three objective tests are provided: Skills Test No. I-A covers basic proficiency on land, and deals with skills involved in handling the body of the ground, on apparatus, and in the air; Skills Test I-B covers recreational proficiency on land, and deals with

performance skills in any three activities selected from archery, badminton, basketball, bowling, golf, modern dance, riding, tennis, or volleyball. The student must demonstrate superior skill; Skills Test II covers proficiency in water, and deals with both written knowledge and performance skill in distance swimming, a minimum of 100 yards, and ability to remain afloat for at least 10 minutes.

These standards represent the achievement expectancy for the college student in the field of sports, and should result in stimulating much more interest in actual achievement. It is expected that the plan will also eliminate the feeling of pressure to meet a requirement and at the same time will not reduce materially participation in activities, because those sufficiently well skilled to pass the tests will doubtless wish to participate voluntarily.

Public Schools Standards

It seems appropriate here to refer to a related study that has been carried on under the auspices of the American Association for Health, Physical Education and Recreation, by the committee on Adequate Standards For A Public School Health And Physical Education Program. This committee submitted its report to the Association in April, 1946, and the standards were given approval by the Board of Directors of the Association. These standards cover: Program content for health, physical education and athletics; II. Facilities and equipment, including gymnasium, health service room, health instruction room, supplies, locker and dressing rooms, showers, lavatories, swimming pools, and outside field areas; III. Time allotment; IV. Teacher education V. Teacher load. Standards are presented for both elementary and secondary levels. Copies of these standards in leaflet form can be secured from the Association, 1201 Sixteenth St. NW, Washington 6, D.C. at 5¢ per copy.

REPORT OF SUBCOMMITTEE V

Establishing Appropriate Administrative Standards

H. S. DeGroat, *Newtown, Connecticut*

Returning to the field of public school physical education after twenty-odd years experience in a college situation gives a new insight in the evaluation of the public school field. Just what will face the profession of physical education with all its appendages, health, recreation and safety, five or ten years from now begins to loom ahead of us as we see the thousands of eager returned veterans entering our colleges with majors in physical education - and these colleges now number in the hundreds - all turning out varied brands of coaches and teachers of our profession.

What does our future hold? Will it be higher salaries, as teachers' salaries tend to rise under the present wave of publicity about insufficient pay and resulting lack of teachers? Shall we again hit a depression where there are no jobs or much lower starting salaries for our graduates with majors in physical education? Where are we to look for a wider placement field to absorb these new recruits? Where can we sell two jobs instead of one?

My recent return to the public school field has shown me that we have answers to some of these if we start thinking and planning for these problems early enough.

Answer #1 - The field for expansion in our profession seems to be in the area of the small town or regional school districts; or central school districts as known in some states. This area is wide open to placement and to the cultivation for placement of men but it is in the form of an all-year position of directing town and school health, physical education and recreation with perhaps safety education thrown in. There is no field where there is a greater need for a well-rounded program than in this field. The rural school children and the small town children have even greater need for physical education than the city children who pick up so much from seeing the many activities that function in the larger cities.

Answer #2 - Our profession will never contribute its utmost unitl we have (1) daily programs starting in the first grade.; (2) programs that fit into the community health and recreation activities.

Answer #3 - We have a great opportunity now with (1) so many communities aroused to the much publicized dangers of delinquency and the idea that directed recreation can achieve so much in avoiding such dangers; (2) the return of thousands of veterans who know and want to reap the values of a recreational program of not only active recreation but also the social and less active types.

Answer #4 - We need to promote the idea among our future graduates that the director of health, physical education and recreation in a small community can hold as much and perhaps more prestige than a similar position in a larger city or college situation. By his prescription of program content this man can guide and mold the health and emotional response of the whole community. He can make it a happy and wholesome envirnment in which the youth may grow up. Much depends upon him and his prescription but he can become as important and as valuable to that community as the town physician. His salary can rightly be classed with other professional men in that community. These things are dependent upon him but they can be achieved.

SURVEY UNDER WAY

To secure up-to-date information as to the condition prevailing in Connecticut regarding this area of our profession we now have a work project in process. We are working from the following angles:

Administrative:

1. Survey the recreational needs of Connecticut.
2. Investigate school and community programs.
3. Study means of financing these programs.

Program:

1. Methods for organizing and coordinating school and community programs.

This project is the outcome of a recent meeting of the Connecticut Health, Physical Education and Recreation Association. Working on the project are -

Bertha Bowles, Greenwich, Conn.
Carl Veith, Hamden, Conn.
Ward Carr, Arnold College, New Haven, Conn.
H. S. DeGroat, Newtown, Conn.

This survey may point the way for similar surveys and perhaps the establishment of some standards for the promotion of our profession into this much needed field which to me, seems to be the one PIONEERING FIELD left to our profession and its future expansion.

Respectfully submitted

H.S. DeGroat

It is the hope of the general Chairman that more elaborate plans for extended research by the committee on various aspects of the field may be carried on during the ensuing year, 1947. If possible, contacts will be made with some of the cities, counties, and states which have been surveyed in recent years to see if appreciable improvements have been made in the programs in these areas subsequent to the surveys in which the national score cards were used.

A number of city and state surveys are now in progress using the score cards which are becoming increasingly popular with both physical education majors and school administrators.

Respectfully submitted,
William R. LaPorte, General Chairman
Committee on Curriculum Research

REPORT OF THE COMMITTEE ON STANDARDS FOR FACILITIES FOR PHYSICAL EDUCATION, HEALTH EDUCATION AND ATHLETICS

Karl W. Bookwalter, Chairman
Indiana University

This publication will be a complete revision of an earlier report published in 1923 by the Society of Directors of Physical Education in Colleges (now the College Physical Education Association). That booklet *Physical Education Buildings, for Education Institutions, Part I, Gymnasium and Lockers* was produced under the direction of George L. Meylan, M.D., Chairman of the Committee on Construction and Material Equipment.

That booklet was widely distributed and well received at its time. It has been out of print for several years. It was intended as only a partial answer to the problem of providing a wide variety of facilities. Also since its standards are outmoded by nearly a quarter of century of progress in engineering and philosophy there has been constant demand for a modern and complete set of standards for college facilities.

Harry A. Scott followed Dr. Meylan as chairman of the aforementioned committees until he became Association Secretary. At this time (1927) he was succeeded on the committee by A.R. Winters (1927-28) who was in turn succeeded by Albert H. Prettyman who held the chair of this committee until his resignation in 1945.

At the annual meeting (1945) of the College Physical Education Association and a subsequent joint committee meeting at Philadelphia, College Physical Education Association President, Delbert Oberteuffer, agreed to cooperate with the American Association for Health, Physical Education, and Recreation and the National Collegiate Athletic Association through the Joint Committee of these three Associations. He appointed Karl W. Bookwalter, chairman of the "Joint Committee, Sub-committee on Standards for Facilities."

Work was started in cooperation with William K. Streit of the American Association for Health, Physical Education, and Recreation-chairman on standards for Facilities. A policy making committee was formed, consisting of

Karl Bookwalter, Chairman
Ray Duncan
William L. Hughes
William R. LaPorte
F. W. Luehring
Jay B. Nash
Frank Stafford
William K. Streit
Vaughn Blanchard
Leah Gregg
E. B. Henderson
Clifford Horton
Ruth Houston
Clair Langton
William P. Uhler, Jr.
Virginia Lee Watts

National Section on Women's Athletics Research Committee

Carolyn Bookwalter, Chairman	Dorothy LaSalle
Ruth Abernathy	Pattric Ruth O'Keefe
Iris Boulton	Gladys Scott
Esther French	Eleanor Metheny, Ex-Officio

This policy committee guided the progress of the sub-committee through criticism of reports, and response to questionnaires.

JOINT COMMITTEE COOPERATION WITH NATIONAL WORKING CONFERENCE

The Board of Directors of the American Association for Health, Physical Education and Recreation at its April, 1945 meeting at Washington, D.C. approved the motion of Caswell Miles, that an effort be made to obtain a subsidy for a working conference on facilities. Subsequently at the National Recreation Congress at Atlantic City William L. Hughes, Carl Nordly, Frank McCormick, and Caswell Miles asked Colonel Theodore P. Bank, President of the Athletic Institute for a grant of $10,000 to finance such a project.

Colonel Bank took the proposal to his board of directors and they agreed to finance the project up to this amount. Miles was appointed chairman of the executive committee of the "National Conference on Facilities for Athletics, Recreation, Physical and Health Education." Several meetings were held and the plans laid for this conference which was held at Weston, West Virginia December 1 to 15.

AGREEMENT ON WORKSHOP FOR PHYSICAL EDUCATION AND RECREATION FACILITIES

Relative to standards for facilities for health, physical education, athletics and recreation it is agreed that:

1. The College Physical Education Association, National Collegiate Athletic Association, and American Association for Health, Physical Education and Recreation will continue sponsorship of the college bulletin under the editorship of Karl W. Bookwalter and the financial sponsorship of the National Collegiate Athletic Association with Delbert Oberteuffer as Treasurer.

2. The American Association for Health, Physical Education and Recreation, the Society of State Directors, the Society of Recreation Workers of America, the College Physical Education Association, and the Athletic Institute will sponsor a workshop if funds can be secured from a foundation for the production of:

a. A comparable booklet to the college bulletin on facilities and

layout for elementary and secondary (junior and senior) schools.
b. A booklet on facilities and layout for parks and other public recreation facilities.

3. The Steering Committee for the workshop shall consist of seven members including the president or his representative from the Society of State Directors, the Society of Recreation Workers of America, the College Physical Education Association, the Athletic Institute and three members appointed by the president of the American Association for Health, Physical Education and Recreation.

4. The Steering Committee shall have the following responsibilities:

a. To arrange with the foundation for the acquisition and disbursement of funds.
b. The organization and conduct of workshop.
c. The publication and distribution of publications of:

1. Facilities for the elementary and secondary schools and
2. The facilities for parks and community recreation.

5. I n the production of these related volumes and in the conduct of the Workshop it is understood that there will be reciprocal services whereby the materials and techniques useful in the production of the college bulletin shall be made available in the publication of the bulletins for the elementary and secondary schools and of the bulletin for the parks and community recreation; and the servicies of the workshop shall be made available in the validation of the materials in the college bulletin. Furthermore no publication of the Steering Committee, responsible for the elementary and secondary school bulletin and the bulletin for parks and community recreation shall be produced in the field covered by the college bulletin.

MEMBERS OF WORKSHOP FOR NATIONAL CONFERENCE ON FACILITIES FOR ATHLETICS, RECREATION, HEALTH AND PHYSICAL EDUCATION

Key
E - Executive Committee
C - Consultant
I - Indoor Committee - tentative assignment
O - Outdoor Committee - tentative assignment
A - Accepted conference invitation

Key	Name	Address
A, I	Abernathy, Ruth	State Education Dept., Albany 1, N.Y.

Key	Name	Address
A, O	Andrews, Robert	Dept. of Recreation, 3149 - 16th St., N. W., Washington, D. C.
A	Ashcraft, J. Holly	Acting Dir. of Phy. Ed. and Rec. 715 Locust Avenue, Long Beach, Calif.
A, O	Ayars, George	State Dept. of Public Instruction Dover, Delaware
A, E, O,	Bank, Theodore P.	Athletic Institute, Republic bldg. 209 S. State St., Chicago 4, Illinois
A, E	Barrett, Lewis R.	Edwin Gould Foundation, Spring Valley, New York
A, I	Beaghler, Amos L.	Public Schools, Denver, Colorado.
A, I	Bookwalter, Carolyn	Indiana University, Bloomington, Ind.
A, E	Bookwalter, Karl W.	Indiana University, Bloomington, Ind.
A, C	Butler, George D.	National Recreation Association 315 - 4th Ave., New York City
A, E, O	Camp, Marjorie	218 Hilton Ave., Hempstead, New York
A, E, O	Christiansen, Milo F.	Recreation Dept. 3149 - 16th St., N. W., Washington, D.C.
A, I	Dane, C. Wesley	Indiana University, Bloomington, Ind.
A, O	Everly, Rober	Supt. of Parks and Recreation. Glencoe, Illinois
A, E, I	Ferguson, Thos. C.	Dept. of Education, Baltimore, Md.
A, I	Gable, Martha	Board of Public Education, Parkway at 21st St., Philadelphia, Pa.
A, I	Gregg, Leah	University of Texas, Austin, Texas
A, C	Hamon, Ray L.	U.S. Office of Education, Washington , D. C.
A, I	Hernlund, Vern F.	Dir. Phys. Activities, Chicago Park Dist. 425 E. 14th Blvd., Chicago 5, Ill.
A	Hilton, Ernest	Rural Education, Fredonia, New York
A, E, I	Hughes, W. L.	Temple University, Philadelphia, Pa.
A, O	Jeffers, T. C.	Nat. Park & Planning Commission Interior Dept., Washington, D. C.
A, I	Jones, Clayton	Fed. Public Housing, Longfellow Bldg. Washington, D. C.
A, E, I	Jones, Grace	Dir. Phys. Education, Public Schools, Summit, New Jersey
A, O	Lensch, Dorothea	Dir. of Recreation, Bureau of Parks & Recreation, Portland, Oregon
A, C	Luehring, Fred W.	Dept. of Physical Education, University of Penn., Philadelphia
A, O	McClintock, R. B.	Supt. of Parks & Recreation, Fort Wayne, Indiana
A, I	McGowan, Edward	Dir. of Recreation, 735 Randolph St., Detroit 26, Michigan
A, E, O	Miles, C. M.	Dept. of Education, Albany, New York
A, I	Miller, Ben W.	1201 - 16th St., N. W., Washington, D. C.

Key	Name	Address
A, O	Nordly, Carl L.	University of Minnesota, Minneapolis, Minnesota
A, I	Petticord, B. R.	Engineer Dept. of Recreation , Los Angeles, California
A, O	Pritzlaff, A. H.	Public Schools, Chicago, Illinois
A, O	Romney, Ott	Univ. of W. Virginia, Morgantown, West Virginia
A, E, I	Roy, Walter	Chicago Park Dist., Chicago 5, Ill.
A, O	Schooler, Virgil	Indiana University, Bloomington, Ind.
A, O	Scott, Harry A.	Teachers College, Columbia Univ. New York City
A, E	Stafford, Frank S.	U. S. Office of Ed. Washington, D. C. (Fed. Security Agency)
A, I	Streit, W. K.	Cincinnati Pub. Schools, 216 E. 9th St., Cincinnati, Ohio
A	Tarrant, Julian W.	Detroit City Planning Commission Detroit, Michigan, Rep. American Society of Planning Officials
A, O	Van Horne, Paris	Eastern Illinois State Teachers College, Charleston, Illinois

CONSULTANTS AND SPECIALISTS

Key	Dates of Attendance	Name	Address
A, C	8 - 14	Hyatt, Chauncey	Edgewater Beach Apartments 5555 Sheridan Road, Chicago, Ill.
A, O	5 - 12	Manley, Helen	U. S. Office of Education Washington 25, D. C.
A, C	1 - 3	Opperman, Paul	Planning Consultant, Bureau of Communities Facilities, Federal Works Agency, Washington 25, D. C.
A, I	9 - 12	Wilson, Charles C.	Yale Univ. New Haven, Conn.

The Committee on College Facilities at the Working Conference

Scott, Harry, Chairman
Bookwalter, Carolyn
Bookwalter, Karl (Editor)
Dane, C. Wesley
Gregg, Leah J.
Hughes, William L.
Miller, Ben W.
Nordly, Carl J.

Although the Working Conference was a cooperative endeavor the above committee, under the able chairmanship of Harry A. Scott, is responsible for the College Standards for Facilities for Health, Physical Education, and Recreation which came out of that conference.

C. Wesley Dane, a doctoral candidate at the University of Indiana chose the thesis topic "Standards for Facilities for Physical Education for College Men." The college Committee expresses especial appreciation to Mr. Dane for the use of his data and for his contribution to these standards during the working Conference.

Report of Expenditures
of the Joint Committee on Facilities for the Preliminary
Mimeographed Edition as of December 9, 1946

December, 1945	36.10
April 7, 1946	70.92
July 1, 1946	77.63
August 1, 1946	81.96
December 9, 1946 (Typing research report)	42.43
Grand Total	309.04

Subsidies for Work Preliminary and
Subsequent to Working Conference

From National Collegiate Athletic Association	500.00
From *American Association for Health, Physical Education and Recreation	250.00
From *National Section Women's Athletics of A. A. H. P. E. R.	144.00
	894.00

*Available if needed but primarily for the Public School brochure.

Proposed Table of Contents of Publication
College Facilities for Health Service, Health Educatiin Physical Education and Fecreation

1. History of Project
2. Glaring Errors in Existing Facilities
3. Basic Considerations
4. Organization Necessary for Building Program
5. Definition of terms
6. Principles Underlying Standards
7. Location of the Physical Education Building
8. Specific Recommendation to be considered in Planning and Constructing Indoor Facilities

9. The Natatorium
10. General Building Criteria
11. Drawings and/or Pictures of Indoor Facilities
12. Specific Recommendations to be Considered in Planning and Constructing Outdoor Facilities
13. Drawings and/or Pictures of Outdoor Facilities
14. The Field House - Gymnasium
15. The Drawings and/or Pictures of a Field House - Gymnasium
16. Bibliography

THE INDOOR FACILITIES
(Arranged as to Facility Units)

Entrance and Lobby
Ticket Sales and Collection
Trophy Cases
Check - Cloak Room
Central Administrative Offices (Health, Physical Education and Recreation)
Director's Office and Suite
Reception Room
Conference Room
Visitor's Accommodations
Departmental Records
Departmental Library - books, periodicals, films, phonograph records.
Facilities for Secretarial Staff
Staff Offices (Health, physical education and recreation)
Office of the Administrator of intercollegiate athletics (M)
Office of the Administrator of intramural athletics (W)
Staff Dressing Room (S) (including athletic officials)
Lecture - discussion class rooms
Teaching Aids Facilities
Club and Social Rooms
Recreation Rooms
Table Tennis, Indoor Archery Range and Golf Cages
Central Dressing - locker room
Central Shower Room
Toweling - drying room
Toilet Room
Hair Drying Area (W)
Supply, storage - seasonal and dead
Basket storage
Equipment Drying
Equipment maintenance and servicing
Lavatory and toilet facilities for maintenance and custodial staff
Athletic team dressing rooms (M)
Visiting team dressing rooms (M)

Training Room (M)
Athletic Team Dressing Room toilets (M)
Athletic Team Dressing Showers (M)
General Faculty Dressing Facilities
The Main Gymnasium
Varsity Basketball Court (M)
Spectator Areas
Tennis Practice Areas
Single Wall Handball Courts
Storage Room (Main Gymnasium)
Auxiliary Gymnasium
Corrective Room or Adapted and Restricted Activity
Cot Room (W)
Physical Therapy Room (W)
Apparatus and Tumbling Room (M)
Apparatus and Mat Storage Room (M)
Group Games, Recreation and Tumbling (W)
Combatives Room (M)
Striking Bag Room (M)
Dance Studio (W)
Special Activity Areas (M)
Four-wall Handball Courts (M)
Squash Courts (M)
Crew Rowing Practice Tank
Hobby Room
Natatorium (Swimming Pool)
Spectator Area (Natatorium)
Dressing and Shower Facilities for Opposite Sex
Health Service Facilities
Solarium
First Aid Sub-Stations
Laundry Room
Laundry Room Supply Storage

The Outdoor Facilities

Introduction
The Use of Facilities
Location
Orientation
Drainage and Grading
Surfacing
Fencing
Lighting
Landscaping
Planting
Drinking Fountains

Hose Bibs
Parking Areas
Driver Testing Area
Storage Building for Supplies
Storage Bui lding for Maintenance
The Stadium
The Fieldhouse

Present Status of the Project

The tentative material indicated above is at present in the hands of the Joint Committee chairman, Karl W. Bookwalter. After the receipt of additional pictures and criticisms from the Scott committee of the Working Conference the booklet of approximately 100 pages will be edited for publication.

The date of publication is at the present time not determined but should be not later than some time in March, 1947.

Respectfully Submitted
Karl W. Bookwalter, Chairman

REPORT OF THE COMMITTEE ON TEACHER EDUCATION

Harry A. Scott, *Chairman*
Teachers College, Columbia University

The problem of up-grading the quality of professional education in health and physical education has been of major concern to various professional organizations in this field since the end of World War I. The mushroom growth of programs of school health and physical education during the decade following the war resulted in the lowering of professional standards to the point where almost anyone with a background of sports participation could obtain a teaching position in the field. Alarmed by this situation, Dr. Jay B. Nash, then president of the Department of School Health and Physical Education of the National Education Association, was authorized by this organization in 1931 to appoint a national committee whose duty it should be "to formulate a set of standards to be used in the evaluation of institutions professing to prepare physical education teachers." Dr. N. P. Neilson was named as chairman of this committee and a plan was devised to utilize the services of the various state directors of health and physical education in the solution of the problem. After a preliminary report to the American Physical Education Association (now the American Association for Health, Physical Education and Recreation) convention in 1932, however, the suggestion was made that the committee be expanded to enlist the cooperation of all national organizations having an interest in teacher education in health and physical education.

Following this suggestion, the project became a cooperative one and the committee was finally made up of one representative from each of the following organizations: the College Physical Education Association, the American Physical Education Association, the Society of State Directors of Health and Physical Education, the City Administrators of Health and Physical Education, the Women Directors of Physical Education in Colleges and Universities, and the Department of School Health and Physical Education of the National Education Association.

From its inception in 1931, the Committee on the National Study of Professional Education in Health and Physical Education enlisted the efforts of hundreds of persons in the field, held numerous meetings and published many reports most of which may be found in the literature of the field during that era. By 1935 the project had progressed so far that the rating of institutions was ready to proceed. A National Rating Committee was appointed and forms printed to aid in the rating process. However, the profession was not yet ready for this step. Considerable resistance was generated against the plan and by 1937 the project had died of its own weight.

For a short period of time following the demise of the National

Study Committee, nothing was done toward the improvement of teacher education on a national scale except by individual organizations and states. In December, 1939, however, Dr. Margaret Bell, then president of the American Association for Health, Physical Education and Recreation appointed a committee on professional education with Dr. Elwood C. Davis as its chairman. The first act of this newly created committee on professional education was to formulate a code of operations which was formally approved by the Board of the Association on December 12, 1941. This code proposed that the Committee be named the Committee on the Cooperative Study of Professional Education in Health, Physical Education and Recreation. It was to be a standing committee of the American Association for Health, Physical Education and Recreation and its membership limited to seven members chosen from each of the six districts of the national organization. These seven members were to be selected in such a manner as to give representation to the following national organizations in addition to the American Association for Health, Physical Education and Recreation: the College Physical Education Association, the National Association of Directors of Physical Education for College Women, the City Administrative Directors Society, the National Society of State Directors of Health and Physical Education, and others at the discretion of the Committee and the President of the National Association. In all cases, however, the representatives of the participating organizations were to be recommended by the presidents of the various societies. It is to be presumed that Dr. Elwood C. Davis was the representative of the College Physical Education Association on this committee.

The Committee on the Cooperative Study on Professional Education began its work with considerable energy and enthusiasm. The purpose of the committee was: "(1) to discover existing conditions in essential areas of graduate and undergraduate professional education, and (2) to determine better practices in the essential areas...." To this end, the committee designated the following areas as essential: (1) aims and objectives; (2) professional curricula; (3) relationship and services; (4) personnel; (5) facilities and equipment; and (6) contemporary conditions and circumstances (that may affect professional education). Unlike the earlier National Study of Professional Education, the Cooperative Study Committee took the stand that no standards would be proposed and that no rating of institutions would be attempted. Rather, the committee indicated that it would seek out " desirable practices" for teacher education institutions.

In order to study the "essential areas," sub-committees were formed in each of the six categories enumerated above. Dr. Glenn W. Howard and Dr. Delbert Oberteuffer were set to work formulating a tentative statement of a working philosophy of teacher preparation in physical education. This statement was distributed to about 200 professional workers in the field and was revised five times by these two men before being handed to the Central Committee for consideration.

The Committee again twice revised the statement and finally released it to the profession at large in March, 1942. The various sub-committees were just beginning their work when the full weight of World War II began to make itself felt in the United States. Many of the most active committee members, including the Chairman, entered the service and, in the face of more pressing problems, the work of the Co-operative Study Committee ceased.

For the next two years the United States was engrossed in the war effort and there was little time or need for the up-grading of professional education. As a matter of fact, there were very few men in preparation for careers in the field of health and physical education during the war. As the war progressed and men began to be released from the service, however, Dr. Carl P. Schott, then president of the College Physical Education Association, appointed Dr. Glenn W. Howard as Chairman of the College Physical Education Association Committee on Teacher Education and requested him to do everything possible looking toward the solution of the pressing problems in this field. Accordingly, in December of 1944, in an effort to learn of the activities of the Committee on the Cooperative Study of Professional Education in Health, Physical Education, and Recreation, Dr. Howard addressed a letter to the Executive Secretary of the American Association for Health, Physical Education and Recreation. Dr. Howard was informed that there was no record in the Association files concerning the work of this committee except the operating code which the Board of Directors had approved in December, 1941. A letter from Dr. W. L. Hughes, then President of the American Association for Health, Physical Education and Recreation to Dr. Howard in January, 1945 indicated that there was no record of a standing committee of the Association on Teacher Education. Mention was made at this time of the possibility of reviving the Cooperative Study Committee of the National Association but as yet nothing has been done in this direction. Thus, the war wiped out the second major attempt at a cooperative effort to up-grade on a national scale professional education in health and physical education.

Although two major attempts to improve the quality of professional education on a national scale have been unsuccessful, this should not be taken to mean that the objective has been abandoned. On the contrary, there is considerable evidence to indicate that a project looking toward this goal will again be attempted. In September, 1945, Mr. George Ayars, then President of the Society of State Directors of Health and Physical Education indicated in a letter to Dr. Howard that his organization would be interested in cooperating with the College Physical Education Association in such a project. Thus, while the field of teacher education in health and physical education is in about the same position as it was in 1930 with reference to national standards, it appears inevitable that these standards will be adopted in the foreseeable future. The question for the College Physical Education Association to decide now is its position in this matter. Shall the

Association assume the leadership in an attempt to up-grade professional education by establishing national norms, or shall we bide our time until some other organization invites us to participate in such a plan?

It appears that if we are ever going to improve the quality of professional preparation in health and physical education, the time to do the up-grading is now when students are plentiful. When there are relatively few students seeking admission to the colleges, it is inevitable that standards will be lowered rather than raised. It is an admitted fact that many institutions now preparing professional personnel in health and physical education are poorly equipped from many standpoints properly to perform this function. Because of this situation, the professional development of the field is seriously retarded and health and physical education continues to be poorly taught and supervised in the schools and colleges of the country.

The ultimate goals of our profession will be achieved only by improving the quality of the personnel in our field. Since professional personnel is prepared for service in our teacher education institutions, it is imperative that this preparation be provided only by institutions that are properly qualified to discharge this important function. The field of medicine was confronted with this problem at the turn of the century. As a result of a critical survey of medical education, a plan was designed carefully to control the professional education of medical students. As a result of this important step some 40 years ago, the profession has now reached its present enviable position. The professions of law, engineering and dentistry have likewise taken steps in the same direction. To be sure, institutions which did not qualify were faced with the alternative of giving up professional education or meeting the prescribed standards. In spite of the difficulties which these professional groups encountered in establishing national standards, the net result has been one of tremendous value both to the professions themselves and to the public at large which have profited from improved services. Professional education in health and physical education today faces the same problem; it stands squarely at the crossroads. Which way will it turn?

Perhaps there is something the College Physical Education Association can do to cause professional education to take the right turn. Some of the steps that might be taken in this direction are:

1. Take the leadership in again enlisting other national organizations in a cooperative enterprise looking toward the establishment of national standards governing the professional education of personnel for the field of health and physical education.

   Rather than delay this project until the time is less propitious than now or to risk the failure of the enterprise due to the lethargy characteristic of large groups, consideration should be given to the promotion of a working conference to establish these national standards and to provide a workable plan for their

implementation in the teacher education institutions of the country. If such a working conference is beyond the financial ability of the cooperating societies, it is entirely possible that some national foundation or commercial organization might be persuaded to provide the necessary financial backing.

2. Give sponsorship to a series of studies by selected candidates for the doctor's degree on topics of pertinence to the field of teacher education. These studies might be concerned with such projects as the preliminary research necessary to the successful completion of the working conference described under item one above.

Other projects of value would be studies leading to the preparation of rating scales for the evaluation of institutions engaged in the professional preparation of teachers; status studies with reference to teacher supply and demand; studies leading to national standards governing the selection of candidates for professional education; national standards governing practice teaching; and national standards governing the certification of teachers of health and physical education.

Respectfully submitted,

Harry A. Scott, Chairman

REPORT OF THE COMMITTEE ON TERMINOLOGY

David K. Brace, *Chairman, University of Texas*

The Committee regrets to report that little progress has been made during the past year. Some discussion was held with one of the graduate students at Columbia University about the possibility of co-operating in the preparation of an encyclopedia in our field but it was decided not to go into that. We have in partial preparation glossaries of terms on a considerable number of activities not included in the previous publication. This work was interrupted by the war and I believe can be revived and pushed next year if the Association desires to continue the Committee.

MINUTES OF BUSINESS MEETING

The Fiftieth Annual Meeting of the Association held in New York City on January 6, 1947, was called to order by President Allison W. Marsh at 4:00 p.m., in the Hotel New Yorker.

On motion, seconded and passed, the reading of the minutes of the previous meeting was dispensed with.

The Treasurer's report was read. It was moved by Mr. Oliver K. Cornwell that the report be accepted. The motion was seconded and passed.

TREASURER'S REPORT

Income

Balance, January 1, 1946	$512.81	
Dues	360.00	
Membership Fees	115.00	
Sale of *Proceedings*	82.72	
Adjustment on Bank Charges	21.96	
		$1092.49

Expenditures

Postage, stationery, telephone	$ 76.90	
College Committee on Physical Education and Athletics	25.00	
Dues refund	2.00	
Bank Charges	21.96	
St. Louis Meetings	82.70	
Printing of *Proceedings*	229.89	
Printing - Bulletin and preliminary program	26.00	
		$464.45
Balance, December 31, 1946		$628.04

Respectfully submitted,
Glenn W. Howard, Secretary-Treasurer

Dr. E. L. Mercer reporting for the College Committee on Physical Education and Athletics stated that the *News Letter* under the editorship of Dr. Ben W. Miller had been started with the first issue having been mailed out just prior to this meeting.

The Report of the Committee on Standards for Facilities for Physical Education, Health Education and Athletics was presented by

Mr. Karl W. Bookwalter, Chairman. (The condensed report of this committee appears elsewhere in this *Proceedings*.

Mr. Bookwalter moved that the editor be cleared by formal appreciation, acceptance of work of and discharge of

a) C. Wesley Dane, research worker; and
b) Caswell Miles, Chairman, National Conference for Facilities.

The motion was seconded and passed.

Mr. Bookwalter requested that pictures of facilities be sent to him within the next two or three weeks so that they can be included in the book. The pictures submitted should follow the standards set up in the mimeographed booklet distributed to the members at the beginning of the presentation of the Committee report.

Mr. Harry A. Scott moved that a canvas be made by the Secretary of institutions for subscriptions to the brochure on facilities, and that the editor be authorized to proceed after sufficient subscriptions have been received to underwrite the publication.

The motion was seconded and passed.

Mr. Oliver K. Cornwell moved that the matter of the price of the brochure be referred to the Executive Council with power to act. The motion was seconded and passed.

Upon the suggestion of Mr. Cornwell subscriptions for the book were called for among the persons present at the business meeting. The following persons subscribed for the number of copies listed after their names.

Ben W. Miller	500 copies
Oliver K. Cornwell	100 copies
John M. Harmon	50 copies
Carl L. Nordly	100 copies
Clifford L. Brownell	100 copies
John H. Shaw	25 copies
Allison W. Marsh	10 copies
Thomas E. McDonough	10 copies
Karl W. Bookwalter	25 copies
George Van Bibber	25 copies
William F. Meredith	25 copies
Robert L. Browne	10 copies
H. Harrison Clarke	50 copies
Lloyd M. Jones	25 copies
Karl C. H. Oermann	25 copies
C. E. Bilheimer	10 copies
Lloyd W. Olds	10 copies

In the absence of Mr. W. R. LaPorte, Chairman of the Committee on Curriculum Research, his report was read by the Secretary.

Mr. Harry A. Scott moved that the Report of the Committee

on Curriculum Research be received. The motion was seconded and passed.

The Report of the Committee on Teacher Education in Health and Physical Education was read by the Chairman, Mr. Harry A. Scott. At the conclusion of the presentation the Chairman moved that the report be received. The motion was seconded and passed.

Mr. Scott moved that the Executive Council give consideration to the suggestions made in the report with power to act. The motion was seconded and carried.

In the absence of Mr. David K. Brace, Chairman of the Committee on Terminology, his report was read by the Secretary.

Mr. Oliver K. Cornwell moved that the report of the Chairman of the Committee on Terminology be received and the Committee continued. The motion was seconded and carried.

A letter from Mr. C. H. McCloy, Chairman of the Committee on Research was read by the President. The Chairman recommended that the Committee be discontinued.

Mr. Karl W. Bookwalter moved that the Committee on Research be abolished. The motion was seconded and carried.

Mr. Harry A. Scott, Chairman of the Resolutions Committee presented the following resolutions.

EDGAR FAUVER

Health, physical education and recreation, which are now closely associated, were brought into this intimate relationship by men such as Dr. Edgar Fauver. He was deeply concerned with all three branches of the profession since the turn of the century. His appointment as director of the Wesleyan Gymnasium in 1911 was the beginning of a long career of immeasurable value to the College and stimulating to the profession.

Soon after Dr. Fauver came to Wesleyan, the need of a student health program was apparent to him. He organized this phase of his work, being given the sum of $25 for his first annual budget. From this meager beginning developed one of the best student health programs in our colleges. Under his leadership health, physical education and athletics were welded into a very close organization. Seasonal coaches were replaced by fulltime men who held positions in the Department of Physical Education with full faculty rank. Dr. Fauver used these men in all three phases of the program - health, physical education and recreation. A swimming pool, squash courts, fieldhouse, tennis courts and athletic fields were constructed. The athletic plant was modernized and was made for use not only by the varsity teams but by all members of the college community. Faculty and students were encouraged to use the equipment to the utmost.

Dr. Fauver believed sincerely in the value of athletics and made every effort to see that there were sports for all. As a result a large intramural program was inaugurated and more sports were added to

the varsity program. During this term of leadership, the freshmen rule was put in force and freshman teams were organized, making it possible for more men to participate and gain the values of athletics. "Athletics for all" was not just a slogan for "Doc." He made it a reality.

The college infirmary was started in dormitory rooms and was moved from time to time until Davison House was constructed and a modern, fully equipped infirmary was available to students and faculty. Dr. Fauver was in almost constant attendance there even to the very end of his life.

As a member of the College Physical Education Association (formerly the College Directors Society), as president of the Society in 1922, his help and guidance were felt by all. His leadership in this field was recognized in 1936 by his election as a fellow in the American Physical Education Association.

Largely due to his leadership, in 1922 an informal organization of the members of the departments of physical education of the Colleges of the Connecticut Valley was formed. This organization met twice a year to discuss common problems. Dr. Fauver was always a stimulating leader in all the discussions, whether pertaining to health, physical education, or recreation.

As a member and later for years president of the board of directors of the Middlesex Hospital in Middletown, Dr. Fauver's contribution to the health and welfare of the citizens of Middlesex County cannot be measured. He gave unstintingly of his time to this hospital. Under his leadership this organization has grown and expanded so that now it can render the most modern service to the citizens of his chosen community.

H. G. McCurdy
J. F. Martin

FRANK RILEY CASTLEMAN

There is an epitaph over the tomb of Newton in Westminster Abbey which says, "Mortals, congratulate yourselves that so great a man has lived for the honor of the human race." A similar epitaph could be appropriately written about Dr. Frank R. Castleman, who died October 9, 1946.

Dr. Castleman lived an active and useful life, which he dedicated to the service of his fellow man. Riley, as he was affectionately known to his associates, had a lovable personality and his influence for good on the lives of thousands of students will make him immortal.

Dr. Castleman, a native of Tracy Creek, New York, was graduated in 1906 from Colgate University, where he was an outstanding athlete in baseball, football and track. He was considered by many as being the best all-around college athlete that ever lived.

In 1913, he was named to the position of track and cross country coach at The Ohio State University and became a professor of physical education there in 1915. He received his M.D. degree from Ohio State in 1921.

Dr. Castleman was a lifetime member of the College Physical Education Association. He dedicated his life to serving young men through his teachings of physical education. His death is a distinct loss to the profession, but the memory of his kindness, his honesty, his manliness, his humor and his friendship will live on in the lives of those who had the privilege of knowing him.

L. W. St. John
B. F. Mooney

HENRY M. FOSTER
1896 - 1946

The sudden death of Henry M. Foster on October 11, 1946 has taken from the University of Washington a man recognized nationally as an outstanding leader in the field of Health, Physical Education, and Recreation. His many contacts with colleagues and students as late as the day before his death deepened the profound shock caused by his untimely passing.

Mr. Foster was born in John Day, Oregon, on August 1, 1896. He was granted the Bachelor of Science degree from the University of Oregon in 1922, and the degree of Master of Arts from Teachers College, Columbia University in 1925. He served as Supervisor of Intramural Sports and Freshman Track and Baseball coach at the University of Oregon from 1922-1924. From 1925-1927 he was Head Athletic Coach at the Riverdale Country School, New York, as well as Associate Director of Boys' Camps. In 1927 Mr. Foster came to the University of Washington as Director of the Physical Education Department for Men. He served as visiting professor at the University of Southern California, the University of California, and the University of Hawaii. In 1936 he was one of three faculty members selected in the United States to represent this Nation at the International Conference in Sports held in conjunction with the Olympic Games, Berlin, Germany.

One of Professor Foster's earliest publications, "Separating the Wheat from the Chaff," seems to exemplify best his progressive spirit and leadership in his service to the field of Health and Physical Education. He initiated professional teacher training for men at the University of Washington and was influential in establishing physical education on a curricular basis in the secondary schools of Washington. He helped organize the Washington State and the Northwest District Associations in Health, Physical Education and Recreation. He was a member of the American Association for Health, Physical

Education and Recreation; The College Physical Education Association; American Society of the Hygiene Association; Pacific Coast Society of College Directors; American Association of University Professors; and the University Senate.

He gave generously and willingly of his time to Community Service. He was a respected member of the Executive Committee of the Washington State Tuberculosis Association; Chairman of the Washington State Physical Fitness Committee; and active in the Seattle International Folk Art Society.

He was an inspiration to his students and fellow workers who are far richer because of their association with him. They will continue to feel his stimulating influence throughout their lives. The loss of his leadership is keenly felt by his friends at the University of Washington, in the Northwest, and over the entire country.

LOWELL NEWTON DOUGLAS

I knew Dr. Douglas well while he was at Baylor University and thought highly of him. He obtained his doctors degree at the University of Wisconsin and I believe was previously a graduate of Baylor. Dr. Douglas illustrated a man with an athletic background who had become interested in a broad program of physical education. He was extremely interested in sports both as a participant and as a teacher, but he continually stressed the provision of athletics for all boys. Dr. Douglas was a fine athlete and I believe coached baseball at the University of Wisconsin while he was working on his doctors degree. He played golf well and was one of the best badmington players in the State. He inaugurated a State badminton tournament held at Baylor University and used to manage the tournament while at the same time he played in the singles, mixed doubles, and doubles, usually reaching at least the finals. He was interested in the work of the Texas Association for Health, Physical Education and Recreation, and was developing a good service program and teaching program at Baylor University.

Dr. Douglas entered military service early in the war years. He was serving as a major in the reconditioning program of the Army at the time of his death.

David K. Brace

It was moved by the Chairman of the Resolutions Committee that the preceding resolutions be accepted and that they be spread in the minutes of the Association and that copies be sent to the families of the deceased persons. The motion was seconded and passed.

Mr. Harry A. Scott moved that the progress report of the Secretary on the study of war effort be received and the work continued. The motion was seconded and passed.

President Marsh spoke briefly about the *News Letter* of the

College Committee on Physical Education and Athletics, the bulletin service of the Association and the Graduate Record Examination. No further report on the last named matter has come to the officers of the Association.

A letter from Mr. Howard E. Westcott requesting support of the Association for his study on the demand for teachers of physical education in higher education was read by the Secretary. No financial commitments were involved in the request.

Mr. W. L. Hughes moved that the Association support the project of Mr. Howard E. Westcott on the demand for teachers of physical education in higher education. The motion was seconded and passed.

Mr. Ben W. Miller suggested that the Association endorse the statement of the *Platform for Recreation.*

It was moved by Mr. John Harmon that the Association endorse the statement of the *Platform for Recreation.* The motion was seconded and passed.

Mr. Oliver K. Cornwell, Chairman of the Nominating Committee made the following report:

President - Carl L. Nordly, University of Minnesota
Vice-president - Lloyd M. Jones, The Pennsylvania State College
Secretary-Treasurer - Glenn W. Howard, Queens College

Mr. Gilbert F. Loebs moved that the Secretary be instructed to cast a unanimous ballot for the persons nominated. The motion was seconded and passed.

A motion for adjournment was passed.

The Executive Council held a breakfast meeting on January 7, 1947, and took the following actions:

1. By unanimous vote honorary life memberships were voted to Dr. Edwin A. Locke and Mr. Amos Alonzo Stagg.

2. The matter of the sale of the brochure on facilities was to be brought before the College Committee on Physical Education and Athletics at its meeting following immediately after this one.

3. The Committee on Teacher Education was advised to proceed with its plans for studying professional education without awaiting the organization of a larger cooperative study group. It was the sense of this meeting that leadership for this project would be more effective if exerted by a smaller group, especially in the beginning of the study.

4. The Secretary of the Association is to become the Representative to the American Association for Health, Physical Education and Recreation.

Respectfully submitted,
Glenn W. Howard, Secretary

THE COLLEGE INTRAMURAL PROGRAM

Thomas E. McDonough
Emory University

Some four years ago a planning board appointed by the President of Emory University was commissioned to examine minutely all phases of activity which contributed to the making of a college community. Seventeen faculty members and the Dean of the college who was an ex officio member made up this committee. Aside from an intensive study of the existing curriculum and traditions, the "cultural climate" of the University was surveyed and revaluated. Committee members were continually on the alert to determine the contributions departments, divisions, and other agencies of the institution could make to the general education program of the college.

As the study drew to a close it was particularly gratifying to discern that this group had become increasingly more sensitive to those forces which do much to shape the student's way of life, i.e., those activities which make up the pattern of campus life outside the classroom or laboratory. In an attempt to establish a more equitable balance between the "academic front" and the "cultural climate," vested interests were submerged. The Physical and Health Education and Athletic programs were given the "full treatment" which resulted in a long time re-conversion plan involving staff, program and facilities. The latent possibilities of intramural athletics and the role they played in complementing the total program of the college provoked a rather comprehensive study of existing college intramural programs.

This rather general appraisal of a sampling of programs in small colleges and large universities indicated that comprehensive wisdom was not always exercised in devising activity programs and that many dangerous practices existed, such as:

*1. The pyramiding of activities beyond available facilities and staffs.
2. The borrowing of ready-made programs from other colleges, rather than formulating programs which reflected significant and peculiar goals of an individual institution.
3. The creation of top-heavy rules, regulation, and policies which often restricted rather than promoted the activities.
4. The overemphasis on awards, which often prostituted the larger values of the program.
5. The common practice of making intramural sports the financial

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*Ten dangerous practices listed were published in an aritcle, "The College Intramural Program," *Journal of Health and Physical Education*. October, 1946.

stepchild of intercollegiate competition. Financial provision must come from sources other than gate receipts and profits from concessions. Sound financial arrangements of an enduring nature should be secured from the regular instructional and maintenance budgets of the institution.

6. The failure to integrate the services of the various allied organizations within a department or division. Relations between service departments, intramural agencies, and intercollegiate athletics must be more sympathetic, understanding, and cordial. One must supplement the other if we are to serve our student bodies. Intramural and intercollegiate branches of sport are not antagonistic but are mutually complementary. Misunderstanding of this situation comes from ill-advised efforts to substitute one branch for the other, when neither is a proper replacement for the other. Both are positive programs in themselves; one to serve the vast majority of students, and the other to serve those who may excel in competitive sports.
7. An over-zealousness on the part of directors to place too much dependence on student leadership. While such leadership is essential, expert guidance and instruction by well trained teachers is necessary for the proper administration of intramural programs.
8. The unfavorable publicity given to intramural programs in the past. Disparaging remarks and unwarranted attacks by the newspapers must be countered. Intramural heads, through college publicity bureaus, must dissipate these attacks by making frequent and strenuous evaluations of their activities, stressing the educational significance of mass programs from the standpoint of appreciation and participation values involved.
9. Measuring the extent of participation by compiling date which merely cite the numbers competing in the various sports. Surely if this important phase of the physical education program is to be a vital part of the "cultural climate" of an institution, more valid procedures must be introduced for purposes of evaluation and measurement.
10. The construction of one-, two-, or even three- sport buildings which cannot readily be converted for intramurals, service courses, teacher training, adult education, or other purposes. Facilities must be planned with adequate space for future expansion of sports so as to achieve the most good for the vast majority of our students and faculty. A concentrated and scientific study of facilities has been one of our greatest needs. The recent initiation of such a study of facilities by the AAHPER and the Athletic Institute should do much to improve past conditions.

If intramurals are to fully serve the student body and the college we must be concerned with other factors and implications other than just organization or mechanics.

"Intramural departments must serve the returned veteran more adequately. In many institutions the veteran has been excused from participation in required courses in physical education. Unless the college (because of lack of facilities) is unable to provide the veteran with the type of program he needs, this blanket exemption is a serious mistake. Even though the veteran may return to school physically fit, a short span of inactivity will result in loss of strength, and he will miss the feeling of well being which accompanies strenuous exercise and recreational activity. Whether this situation (blanket exemption) exists or not, intramural departments must place all the resources for activity at their command in the way of the veterans. They must provide opportunity for all to participate with the maximum of ease. Provision must be made for the maximum of "informal" activities, i.e., the providing of facilities for a so called "quickie" work out. To motivate this phase of our work we must set up attractive voluntary learning situations which will encourage the participant to become more proficient in a variety of activities."

The following facilities while not new can be enlarged upon generally:

a) Regularly scheduled service classes must be made available to all students. Those who desire should be given the privilege of participating as auditors in courses which would teach them specific practical and athletic skills, of their own choice.
b) Pre- and in- season sports clinics must be scheduled at convenient hours. Expert demonstrations, professional exhibitions, visual aids, and consultant services may be utilized to attract participants.
c) New facilities must provide visual aid laboratories at convenient hours during the day with technicians in attendance. This would necessitate the expansion of our present film libraries. If this service is to become productive, participants must be given an opportunity to study films either as individuals or in groups.
d) New facilities must provide rather elaborate testing laboratories. Such facilities should be as readily available to students as are our present day athletic training roomss and health service clinics. Special technicians must be present at set hours to administer tests and act as consultants and interpreters.

In further adjusting our programs we must go beyond the college campus and know conditions better as they relate to athletics and recreation in our municipalities, our secondary schools, and in industry. Our college product, whether he receives a terminal education or graduates, may be activity-conscious and competent in a variety of sports, but he will seldom find suitable recreation facilities available in his home community. "It would be well for intramural departments to explore possible contacts with municipalities, high schools, and

industry for purposes of study and possible further promotion. An intramural department could thereby become indirectly a public-service agency." Somewhere, somehow, a department of physical education must impress the college graduate with the idea that he is not only recipient of community services, but must be an active promoter and ardent agitator for more complete community recreation facilities.

NEW TRENDS AT THE UNIVERSITY OF ILLINOIS

Hartley Price
University of Illinois

Sportsmanship Traveling Trophy

The Intramural Department has introduced a new feature to its program; namely, to give recognition to the team which has displayed the best sportsmanship during the season. A traveling award will serve as a symbol of such conduct. This trophy will travel to the team selected as the most sportsmanslike after each season. It will be awarded on the following basis.

1. A poll will be made by the athletic managers of each house to determine the rate the teams met in order of merit.
2. The judgment of the regular IM officials.
3. Conduct in IM office regarding protests, etc.

Criteria for judgment by house managers and intramural officials.

1. Honesty
   a. Full regard for the rules of the game and of the Intramural program.
   b. Resorting to protest only under legitimate claim.
2. Cooperation with the officials.
3. Lack of un-necessary roughness in contact sports.
4. Control of temper during stress of competition.
5. Action displayed under the acceptable discipline of the rules and the judgment of the official.
6. Winning without boasting.
7. Losing without alibis.
8. Eager to play the next game regardless of the outcome of the previous contest.
9. A sense of justice or fair play. "May the best man or team win."

The organization that earns the trophy the most number of times in a two year period will have permanent possession of it. Winners will be announced after the following season:

Fall	Late Fall	Winter	Spring
Football	Volleyball	Basketball	Softball
Softball	Soccer		
	Water Polo		

A permanent record of the seasonal winners will be kept in the intramural handbook.

Intramural Clinics

The Intramural and Recreational Division has introduced into their system a clinic for each individual sport. At these clinics all rules and regulations pertaining to that sport are explained and demonstrated. All teams participating in the sport are required to be present and are held responsible for rules explained. This solves many of the disagreements that arise during the games. The referee's decision is then final.

To date, a Water Polo Clinic and a Volleyball Clinic have been held. Many of the Intramural participants have played these sports but did not understand all the rules and regulations both to N.C.A.A. rules and Intramural rules. The limited time and facilities are explained and bring the participants closer to the Intramural system.

In the future, clinics are planned for each sport.

All-University Championship Games Between Branches of University of Illinois

Championships are planned between the four branches (Galesburg, Navy Pier, Medical School, and Champaign) in the following sports:

1. Touch Football
2. Intramural Basketball
3. All-star Basketball
4. Handball
5. Volleyball
6. Table Tennis
7. Badminton
8. Softball

This trend in Intramural Sports at the University of Illinois will be interesting to observe as it might set a pattern of Intramural Sports for other schools to follow.

Intramural Officials Association

The Intramural Officials Association is a reorganization of the Illini Sports Officials Club and was founded October 2, 1946. The Association was organized to provide officials for Touch Football, Soccer, Water Polo, Volleyball, and Basketball.

Objectives:

1. To promote a higher degree of sportsmanship and fair play in all intramural sports.
2. To control serious injuries, through competent officiating, which are so prevalent in contact sports.
3. To make the game more interesting and healthful to participants as well as spectators.

Rules were set up in each sport and discussed with all officials. At these rule interpretation meetings officiating techniques were discussed to unify officiating.

Rating sheets to rate each official after he has worked a game are sent to the game with the score sheets. Intramural house managers rate the men.

Rating cards are awarded to each official after each season and his grade on the card is determined by the average computed from his rating sheets. Rating are certified, recognized, and registered.

Any man interested in officiating fills out a questionnaire as to his athletic and officiating experience.

Officials were provided on request from IM office for playoffs in softball, these officials were paid by the fraternities through the department.

ABSTRACT

RECENT DEVELOPMENTS IN THE FIELD OF INTRAMURAL ATHLETICS

Leslie W. Irwin
Boston University

There is a need for reconsideration of the purposes and objectives of intramurals. The main objectives of intramurals at all school and college levels are physical, social, emotional, intellectual, and recreational. However, there should be different emphasis upon the purposes and objectives at the different levels. At the secondary school level the main emphasis is from the viewpoint of growth and development. At the college level there is less need to stress growth and development as a majority of the students are nearing maturity, particularly from the point of view of physical growth. There is a strong need to make a clear distinction between activities for growth and development and activities for physical conditioning. At the junior and senior high school levels activities most conductive to growth and development must be stressed. In this case physical conditioning will naturally be a concomitant of the total program. At the college level it is necessary to think more about activities and means of conducting them which will assure the proper conditioning. As a majority of the college students have completed or nearly completed their physical growth, we do not need to think so much about activities for growth and development in the same sense as at the junior and senior high school levels.

The school has a strong obligation to provide an intramural and recreational program for all students as it is the only agency in society which has the opportunity to even approach reaching 100 per cent of the youth in organized work. This is in contrast to the thinking of some who feel that an after-school program is a community recreation project rather than the responsibility of the schools. The same obligation holds as true for college students.

Although the need in providing satisfactory intramural programs for all students has been recognized for many years it is relatively safe to say that not more than 15 per cent of the youth of America have participated regularly in adequate intramural programs. It is here that we need to make a distinction between regular participation and occasional participation. By regular participation is meant that the individual participates regularly at least two or three times each week through a season and finally throughout each season of the year. We have perhaps often done more harm than good by occasional participation on the part of youth. The harm done of course, depends upon the strenuousness of the activity and the state of the physical condition of the participant. Colleges on the whole have perhaps had a higher percentage of students participating regularly than most high

schools throughout the country. "A major post-war emphasis in intramurals is to develop intramural programs to care for a high percentage of youth."

One reason why we have not had a more extensive development in intramurals, particularly in the secondary schools and to a slightly lesser degree in colleges, is that intramurals frequently take a position more or less as a stepchild in the program. The main reason for this is that they are often not definitely planned for in the program. Teachers in secondary schools often consider intramurals as just so much extra burden for which they are not fully responsible nor compensated. The trend is to make proper arrangements for the intramural program by definitely assigning the responsibility to teachers as a regular part of their teaching load and with the salary adjusted upward accordingly.

"At the college level the intramural program must become recognized as one of the most important parts of the total physical education and athletic program." The position as director of intramurals should be considered one of the most important on the staff. The salary should be commensurate with the importance of the position and equal to that of the highest paid athletic coaches.

In secondary schools the attitude of athletic coaches is highly important to the success of the intramural program. The success of the intramural program should be the responsibility of all members of the physical education and athletic staff.

Plans must be developed to eliminate the conflict and ill-feeling surrounding the use of facilities by boys and girls programs and by the athletic and intramural sports programs.

Publicity is extremely important in making the intramural program a success. In most cases there is insufficient publicity. Students often base the importance of an activity on the extent in which it is emphasized through publicity.

"The trend is to have fewer but better conducted activities in the intramural program." The tendency in the past has been to attempt to include all possible activities with the result that the facilities and assistance were overtaxed. Consequently students often failed to enjoy and appreciate the activities. The activities to be included in any school or college should be based upon the individual situation and not necessarily copied from some other school. It is obvious that no two schools are alike in terms of facilities and student needs.

Finances for intramurals should be provided in the budget the same as all other school activities. They should be on a substantial basis and not dependent upon the fortunes of the athletic program.

"Intramural directors need vision in regard to future developments in intramurals. They should make plans for needed facilities to care for the entire student body." The plans in this area should be extensive. Intramural directors should attempt to bring about the big developments in this area regardless of the number of years necessary for the developments to come.

Highly qualified personnel should be selected to deal with the intramural program. Experiments show that attendance and participation in intramurals is highly dependent upon the persons directing and conducting the program. In one case the participation in intramurals over a period of years varied from 20 to 80 per cent of the student body participating regularly. The difference was almost wholly due to the different persons directing and conducting the program.

"The trend at present is to integrate the intramural program for boys and girls. An experiment in this direction has shown the greater interest on the part of the entire student body as well as greater participation results. Furthermore many of the conflicts in the use of facilities and much of the ill-feeling resulting are eliminated. One way to bring about the integration is through the formation of an all-school intramural council. This type of organization does not necessarily need to increase the extent of corecreation activities. However, it does facilitate the conduct of corecreation banquets, swimming, and various other activities in which men and women can profitably participate together."

ROLL OF MEMBERS - 1947

Number in parenthesis indicates year of election to membership.
*Attended annual meeting.

Alabama

Sharman, J. R., A.B., A.M., Ph.D., University of Alabama (30)

California

Fredericks, J. W., PhB., M.S., University of Southern California (34)
LaPorte, W. R., A.B., M.A., University of Southern California (24)
*Toomey, I. F., B.S., University of California, Davis, California (35)
Williams, J. F., A.B., M.D., Carmel, California (19) (Honorary)

Colorado

Wedemeyer, R., A.B., M.A., University of Denver (46)

Connecticut

Anderson, W. G, M.D., D.P.H., LL.D., Yale University (Charter) (Honorary)
Christian, J. O., B.S., University of Connecticut (43)
Kiphuth, R.J.H., Yale University (31)
*Martin, J.F., A.B., Wesleyan University (24)
McCurdy, H. G., B.S, Wesleyan University (25)
*McDowell, O. W., A.B., M.A., New Haven State Teachers College (47)
*Oosting, R., B.P.E., M.Ed ., Trinity College (27)
Snyder, R. A., B.S., A.M., Willimantic State Teachers College (46)
*Van Bibber, E. G., M.P.E., University of Connecticut (38)

District of Columbia

*Burr, J. H., B.P.E., M.Ed., Howard University (35)
Davis, E. W., Ph.B., Miner Teachers College (31)
*Farrington, M., A.B., B.S., M.A., George Washington University (34)
*Miller, B.W., A.B., B.S., Ph.D., 1201 Sixteenth St., N.W., (43)

Florida

Adams, T., B.S., M.A., Ed.D., Rollins College (39)
*Stanley, D.K., A.B., M.Ed., University of Florida (37)

Georgia

*McDonough, T.E., B.S., M.A., Emory University (37)

Illinois

Derr, P. H., B.S., A.M., University of Chicago (46)
Giauque, C. D., A.B., George Williams College (27)
Haggerty, T.J., A.B., LL.B., Ed.M., DePaul University (45)
Hanson, R. W., B.P.E., M.E., Western Illinois State Teachers College (35)
Kranz, L. G., B.P.E., Northwestern University (30)
*Metcalf, T. N., A.B., A.M., University of Chicago (16)
*Price, H., B.S., B.P.E., M.A., Ph.D., University of Illinois (47)
Stafford, T. T., B.P.E., B.S., M.S., Ed.D., University of Illinois (39)
Staley, S. C., B.P.E., M.A., Ph.D., University of Illinois (26)
Steinhaus, A. H., B.S., M.S., B.P.E., M.P.E., Ph.D., George Williams College (30)

Indiana

*Bookwalter, K.W., A.B., M.A., Ed.D., Indiana University (37)
Clevett, M.L., Purdue University (46)
*Dodd, G. B., A.A., B.S., M.A., Taylor University (46)
*Eastwood, F.R., B.P.E., M.A., Ph.D., Purdue University
France, W. L., A.B., M.A., Purdue University (41)
Hickman, H. E., A.B., A.M., DePauw University (42)
Scannell, J. A., B.S., M.A., Ed.D., University of Notre Dame (38)

Iowa

McCloy, C. H., Ph.B., M.A., Ph.D., University of Iowa (29)
Peterson, C. T., A.B., M.S., University of Dubuque (38)
Schmidt, H. J., B.S., M.A., Iowa State College (46)

Kansas

Allen, F. C., D.O., University of Kansas (38)

Kentucky

Davis, E. C., A.B., M.A., Ph.D., University of Louisville (31)
Hackensmith, C. W., A.B., M.A., University of Kentucky (38)
Potter, M. E., B.S., M.A., University of Kentucky (38)
*Stansbury, E. B., B.S., M.A., Western Kentucky State Teachers College (47)

Louisiana

*Browne, R. L., A.B., M.A., Southwestern Louisiana Institute (46)
Kistler, J. W., B.A., M.A., Ph.D., Louisiana State University (45)

Maine

*Loebs, G. F., B.P.E., B.S., M.A., Colby College (34)
Meylan, G. L., B.S., M.D.; Casco, Maine (03) Honorary
Morrell, M. E., B.S., Bowdoin College (45)
Wallace, S. M., University of Maine (31)

Maryland

Hill, T. L., A.B., M.A., Morgan State College (46)
*Shaffer, G. W., A.B., Ph.D., Johns Hopkins University (40)
*Turner, M. S., Jr., B.A., Johns Hopkins University (47)

Massachusetts

*Bullock, J. E., B.P.E., M.A., Williams College (35)
Carpenter, P.R., A.B., Worcester Polytechnic Institute (12)
*Clarke, H. H., B.S., M.S., Ed.D., Springfield College (31)
Esslinger, A. A., B.S., M.A., Ph.D., Springfield College (47)
*Harmon, J. M., M.S., Ed.D., Boston University (33)
Hicks, C. S., Massachusetts Agricultural College (11)
*Irwin, L. W., B.S., M.A., Ph.D., Boston University (47)
*Lumley, A. E., B.S., M.A., Amherst College (47)
*Marsh, A. W., A.B., Amherst College (21)
*Parsons, E. S., B.C.E., M.Ed., Northeastern University (32)
*Rostas, S. M., A.B., M.E., Amherst College (47)
*Stagg, P. A., A.B., M.A., Worcester Polytechnic Institute (38)
Swain, L. E., A. B., A.M., Craigville, Mass. (26) Honorary
*Yeager, W. S., B.P.E., Tufts College (27)

Michigan

Blanchard, V. S., A.B., Wayne University (33)
*Gary, M. J., B.S., M.A., Western Michigan College (46)
Hyames, J. A., A.B., M.A., Eastern State Teachers College (31)
Johnstone, J., B.S., M.S., University of Michigan (45)
McCulloch, J. H., B.P.E., M.A., Michigan State Normal College (16)
*Mitchell, E. D., A.B., A.M., Ph.D., University of Michigan (30)
Oktavec, F. L., B.S., M.A., Ph.D., Wayne University (26)
*Olds, L.W., A.B., M.S., D.P.H., Michigan State Normal College (31)
Webster, R. W., B.S., M.S., Ph.D., Michigan State College (41)
*Young, R. H., B.S., Michigan State College (23)

Minnesota

*Keller, L. F., A.B., M.A., Ph.D., University of Minnesota (22)
*Nordly, C.L., A.B., M.A., Ph.D., University of Minnesota (35)
Ostrander, M. E., B.S., M.Ed., University of Minnesota (47)
Piper, R. A., B.P.E., M.A., Ed.D., University of Minnesota (38)
Roning, J. O., B.S., M.Ed., University of Minnesota (47)

Missouri

Bunker, H., A.B., M.A., Ed.D., University of Missouri (46)
*Gullion, B. B., B.S., Washington University, (31)
Matthews, J., B.S., M.A., University of Missouri (41)
Stankowski, A. J., B.S., M.A., University of Missouri (41)
Summers, W. H., B.P.E., M.A., Washington University (46)

Montana

Dolan, T. V., B.S., Montana State College (46)

Nebraska

Clapp, R. G., Ph.G., M.D., University of Nebraska (06) Honorary
Means, L. E., B.S., M.S., University of Nebraska (45)

New Hampshire

Delahanty, R. J., B.P.E., Dartmouth College (27)
Kaney, P. J., Dartmouth College (29)
Locke, E. A., Ph.B., M.A., M.D., Wilton, N.H. (37) Honorary

New Jersey

DiFilippo, V. J., B.S., A.M., Seton Hall College (39)
Little, G., A.B., Rutgers University (21)
Logan, W. F., A.B., Princeton University (38)
Raycroft, J. E., A.B., M.D., Princeton University (02) Honorary

New Mexico

Settle, C., B.S., B.P.E., A.M., Ed.D., New Mexico Highlands University (34)
White, G. W., A.B., University of New Mexico (45)

New York

*Adams, L. C., B.S., M.A., Columbia University (37)
*Alexander, L. A., B.S., M.A., University of Rochester (31)

Andreas, L. P., B.S., Syracuse University (32)
*Appleton, L. O., B.S., M.A., United States Military Academy (47)
*Brownell, C. L., B.S., M.A., Ph.D., Columbia University (29)
Burns, G. P., B.S., M.A., Brooklyn College (47)
*Campbell, Walter, B.P.E., University of Rochester (27)
Elliott, E. S., B.P.E., B.S., M.D., Columbia University (31) Honorary
Fauver, E., A.B., M.D., Rochester University (11)
*Furey, R., A.B., A.M., Columbia University (46)
Gelas, J. M., Hamilton College (26)
Gibbs, T. T., B.S., Hobart College (45)
*Gibson, T. R., B.S., M.A., New York State College for Teachers (46)
*Greene, F. M., B.S., United States Military Academy (46)
Hansen, C., D.D.S., College of the City of New York (25)
*Harrington, L. M., B.S., M.A., Brooklyn College (47)
Hoover, W. R., B.S., Paul Smith's College (47)
*Howard, G.W., A.B., M.A., Ph.D., Queens College (30)
Hughes, B. E., B.S.E., M.A., New York University (44)
James, G. K., A. B., Cornell University (46)
Keene, C. H., A.B., M.D., University of Buffalo (25)
Kirkpatrick, T. B., B.P.E., B.S., M.A., Columbia University (31)
Krakower, H., B.S., M.A., Ph.D., College of the City of New York (32)
Larson, L. A., B.A., B.P.E., M.Ed., Ph.D., New York University (43)
*Maroney, F. W., M.D., Brooklyn College (32)
*Moffett, D.C., A.B., M.A., Ph.D., Cortland State Teachers College (30)
*Nash, J. B., A.B., M.A., Ph.D., New York University (26)
*Oleson, F. A., B.S., M.A., Ph. D., Brooklyn College (36)
*Prettyman, A. I., B.P.E., Sampson College (17)
*Reilly, C. H., B.S., M.A., Brooklyn College (47)
Rogers, M. H., A.B., M.A., Buffalo State Teachers College (45)
*Scott, H. A., B.S., M.A., Ph.D., Columbia University (22)
*Shaw, J. H., B.S., M.A., Ed.D., Syracuse University (40)
*Spitz, G. B., Jr., B.S., M.A., Ed.D., Queens College (47)
Troester, C. A., Jr., B.S., M.A., Ed.D., Syracuse University (41)
*Van Velsor, H. A., B.P.E., B.S., M.A., Rennselaer Polytechnic Institute (24)
*Walke, N.S., B.S., M.A., Ph.D., Brooklyn College (38)
*Weber, M.A., A.B., M.A., Hamilton College (29)
Westcott, H. E., A.B., M.A., Teachers College, Columbia University (47)
*Winograd, S. L., B.S., M.A., Ph.D., College of the City of New York (38)
Woll, F. A., G.S., M.A., Ph.D., College of the City of New (16) Honorary
Young, C.V.P., B.A., Cornell University (04) Honorary

North Carolina

*Cornwell, O. K., A.B., M.A., University of North Carolina (31)

*Fetzer, R. A., B.S., M.A., University of North Carolina (24)
Jamerson, R. E., B.S., M.A., University of North Carolina (35)
Shepard, G. E., B.S., University of North Carolina (38)

Ohio

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CONSTITUTION

Article I Name

Section 1. This organization shall be known as the College Physical Education Assocation.

Article II Object

Section 1. The object of this association shall be the advancement of all phases of college health and physical education in institutions granting the Bachelor of Arts, Bachelor of Science, or standard graduate degrees. These phases include required physical education including corrective or restricted activities, volunteer recreational activities, intramural athletics, intercollegiate athletics, teacher training in health and physical education, research in health and physical education, the administration of health and physical education, health supervision, health service and health instruction.

Article III Membership

Section 1. Any man who is directly engaged in teaching or administering any phase of college health or physical education shall be eligible for membership in the association.

Article IV Government

Section 1. The government of the association shall be vested in a President, Vice-President, and Secretary-Treasurer. The Secretary-Treasurer shall be one and the same person. These officers, together with the two immediately preceding Presidents, shall constitute the Council.

BY - LAWS

Article I Membership and Fees

Section 1. Candidates for membership may affiliate with the organization upon written application to the Secretary, containing a signed statement by a member of the association verifying the candidate's eligibility, and upon payment of the membership fee and dues for the current year.

Section 2. Members who are delinquent in their annual dues for a period of one year shall be dropped from membership.

Section 3. Members leaving college health or physical education work shall be dropped from membership in the association but may be reinstated upon their return to this field by application to the Secretary showing proof of eligibility, and after payment of the current annual dues.

Section 4. Honorary life membership may be conferred upon members or former members of the association by a two-thirds vote of all members by mail, or by a two-thirds ballot at the annual meeting.

Section 5. There shall be an initiation fee of five ($5.00) dollars.
Section 6. The annual dues shall be two ($2.00) dollars, due and payable on the date of the annual meeting.

Article II Government

Section 1. It shall be the duty of the Council to manage the affairs of the association as prescribed in Article IV, Section 1. of the Constitution.
Section 2. Officers of the association shall be elected at the time of the annual meeting after being proposed by a nominating committee consisting of three members appointed by the President. A two-thirds vote shall be necessary for election providing Article V, Section 1. of the By-Laws be not violated.

Article III Duties of Officers

Section 1. The President shall preside at all meetings of the association and Council, and appoint all committees. He shall call meetings of the association and Council as provided in Article IV, Sections 2. and 3. of the By-Laws.
Section 2. The Vice-President shall, during the absence of the President, perform all duties of the President.
Section 3. The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the proceedings of the annual meeting, collect dues, have charge of all monies of the association, render an account at the annual meeting, and pay bills on the approval of the President.

Article IV Meetings

Section 1. The annual meeting of the association shall be held at a time and place designated by the Council.
Section 2. There shall be a meeting of the Council whenever the President shall deem it necessary, or upon the written request of two members of the Council.
Section 3. Special meetings of the association shall be called by the President when requested in writing by three members of the Council (including himself), or by the written request of ten members of the association stating the specific purpose of the meeting.
Section 4. All matters of business transacted by the Council shall be presented for ratification at the annual meeting of the association.
Section 5. Upon the request of two members all votes shall be by ballot.
Section 6. If, in the judgment of the Council such action is required, a two-thirds vote by mail shall be necessary for the transaction of business during the year, providing Article V, Section 1. of the By-Laws be not violated.
Section 7. If it becomes necessary to call for a mail vote the poll shall be taken twenty (20) days from the date upon which the question was mailed by the Secretary-Treasurer.

Article V Quorum

Section 1. In order to constitute a quorum there must be thirty-five (35) members present at any duly called meeting of the association.

Article VI Standing Committees

Section 1. Standing committees shall be appointed at the annual business meeting of the association as provided in Article III, Section 1. of the By-Laws.

Section 2. Each standing committee shall report at the next annual meeting of the association.

Article VII Amendments

Section 1. After thirty days notice in writing by the Secretary-Treasurer any proposed addition, alteration, or amendment to the Constitution may be adopted by a two-thirds vote of those present at a regular annual meeting of the association, providing Article V, Section 1. of the By-Laws be not violated.

Section 2. Amendments or changes may be made in the By-Laws at any time by a two-thirds vote of the members present at a regular meeting of the association, provided Article V, Section 1. of the By-Laws be not violated. If the vote is taken by mail it shall be governed by Article IV, Section 6. of the By-Laws.

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